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ABSTRACT

This sixth annual report contains information on student assessment programs at each of Oklahoma's 27 state colleges and universities, including community colleges. An introductory section offers background on state policy and requirements concerning student assessment at five levels: college entry, mid-program, program exit, student satisfaction, and graduate study. The annual assessment reports filed by each institution for 1998-99 form the bulk of the report. Each report gives an overview and highlights of the institution's student assessment activities at each level. The state's "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability" is appended. (MSE/EV)

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Oklahoma State System
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ANNUAL
STUDENT
ASSESSMENT
REPORT

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

1998-99

The sixth annual report on student assessment in The Oklahoma State System of Higher Education is presented as required by the State Regents' *"Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability"* (II-2-117) (see Appendix). Summaries of reports submitted by each institution are provided as an overview of the 1998-99 academic year's assessment activities. Additional remediation information is reported in a separate document, the Annual Student Remediation Report.

BACKGROUND:

Oklahoma legislation passed in 1991 paved the way for the development of a statewide assessment plan by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents' Assessment Policy was adopted in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning/ achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is a proactive, comprehensive assessment program, which addresses institutional quality and curricular cohesiveness. It is designed so that the results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services.

Each institution must evaluate students at four levels (Graduate student assessment is optional.):

> *Entry-Level Assessment and Course Placement* - to determine academic preparation and course placement;
>
> *Mid-Level Assessment* - to determine general education competencies in reading, writing, mathematics, and critical thinking;
>
> *Program Outcomes (Exit-Level) Assessment* - to evaluate the outcomes in the student's major;
>
> *Assessment of Student Satisfaction* - to ascertain the students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc; and

Graduate Student Assessment - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.

Institutions must submit an annual assessment report to the State Regents which describes the assessment efforts at each of these levels. Information on the number of students assessed, the results of the assessment, and detailed plans for any institutional and/or instructional changes due to the assessment results are to be provided in the report.

ENTRY-LEVEL ASSESSMENT AND PLACEMENT:

The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Beginning fall 1994, institutions were required to use the ACT score of 19 in the subject areas of English, mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are mandatorily enrolled in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary fee for these courses pays the direct cost of remedial instruction.

Although all institutions currently use the ACT as the first entry-level assessment, the testing instruments used for secondary evaluation vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement Assessment (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive, statistical model are also used.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track the students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, which are intended to make initial college experiences both positive and successful.

MID-LEVEL ASSESSMENT:

Mid-level assessment is designed to assess the basic skills competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after the completion of 45 semester hours and prior to the completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program, after students have had sufficient time to develop their basic skills.

The mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), and the Test of Adult Basic Education (TABE). The nationally validated instruments are useful in that they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments and course-embedded techniques, are also being used.

Assessments at the mid-level and in the major academic program have provided important information to institutions about the degree to which their programs facilitate student achievement of the desired knowledge and competencies. The results yielded from this process have led some institutions to redesign their general education programs. Both the types of courses and the way in which the courses are delivered have been examined closely.

PROGRAM OUTCOMES (EXIT-LEVEL) ASSESSMENT:

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure the skills and abilities specific to the program and to higher level thinking skills. Results are used to revise the curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own methods of assessing to what degree students meet the stated program goals and objectives. Assessments include structured exit interviews, the Educational Testing Service's (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state licensing exams, internships, capstone courses, theses, transfer GPAs, and job placement.

ASSESSMENT OF STUDENT SATISFACTION:

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services, because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Student satisfaction evaluation can be accomplished via surveys, interviews, focus groups, etc. The resulting data are used to provide feedback to improve programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, academic preparation for future occupations, classroom facilities, campus building and grounds, class size, libraries, cost, and other services. Common areas of dissatisfaction were food services, limited course offerings, veteran's services, availability, of student housing, job placement assistance, student activity fee uses, and parking.

Changes have been instituted as the result of this student feedback. A common change is that technology has been added to improve academic and administrative services. Also, orientation sessions have been expanded, student activities enhanced, and a public transportation option added. New facilities have been constructed and older facilities have been remodeled to meet students needs.

Nationally standardized surveys are used most often, but locally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the ACT College Outcomes Survey (COS).

GRADUATE STUDENT ASSESSMENT:

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Eight of the 12 universities offering graduate programs (University of Central Oklahoma, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, and Langston University) reported graduate student assessment activities that include licensure, certification, and comprehensive exams; portfolios; capstone courses; practica; theses; interviews; and surveys.

CONCLUSION:

Student assessment in The Oklahoma State System of Higher Education is defined as:

> *"A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements"* (II-2-117).

As evidenced by the institutional reports, the two major objectives of student assessment -- to improve programs and to provide public accountability -- are being achieved by Oklahoma's colleges and universities. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

The *process* of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing new freshmen and then retesting these students after they completed the general education requirements, that the general education curriculum achieved the desired results and improvements in their students' competency levels.

Institutions also have improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing the response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes. And results are shared widely with faculty and students.

INSTITUTIONAL SUMMARIES:

All institutions in the State System were required to submit an annual assessment report. The following summaries provide an overview and highlights of assessment activities at each institution in the State System.

Annual Student Assessment Report

Institutional Summaries

February 18, 2000

University of Oklahoma

Entry-level Assessment

The Assessment and Learning Center assesses the academic background and skills levels of all undergraduate students enrolling in courses for the first time at the University of Oklahoma (OU). The ACT is the preliminary screening instrument. The 1998-99 cutscores were 19 in reading, 19 in English, and 20 in mathematics. Students scoring below these cutscores, or their SAT equivalents, were evaluated further to determine appropriate course placement using the following instruments: the Computer Adaptive Placement and Support System (COMPASS), including computer-adaptive tests for reading, writing and mathematics, purchased from ACT; a locally developed standardized writing sample; and a locally developed calculus placement test. Transfer students new to OU are also assessed on the basis of their ACT scores and grades in prior course work.

Of OU's 3,234 first-time freshman in 1998-99, 917 (28 percent) placed into one or more remedial courses as follows: 115 students (3.6 percent) in English; 846 students (26.2 percent) in mathematics; and 101 students (3.1 percent) in reading. The percentage of new freshmen requiring remediation was higher than last year, when 24.6 percent required remediation. The increase was due to increased placement of students into remedial mathematics (26.2 percent in 1998-99 versus 25.8 percent the previous year) and remedial reading (2.3 percent this year versus 3.1 percent the previous year). Remedial English placement decreased from 4.4 percent to 3.6 percent.

Students are allowed to take placement tests twice per semester. Between test administrations, students are encouraged to use computerized tutorial material available in the Assessment and Learning Center or seek tutoring assistance through the Housing Learning Center.

It was determined that there was insufficient correlation with student success rates to justify continuation of the COMPASS Trigonometry test for student placement into MATH 1503 (Elementary Functions), MATH 1473 (Mathematics for Critical Thinking), or Psychology 2113 (Statistics). This placement requirement was dropped effective February 1999.

New freshmen are also assessed as to their attitudes and backgrounds. An instrument has been administered to 95 percent of all freshmen since 1975. The results showed that:

- Parents of 1999 new freshmen have more formal education than parents of new students in 1975.
- Fewer new students in 1997, 1998, and 1999 had a family member who had attended the University of Oklahoma.
- More new freshmen in 1998 (59 percent) and 1999 (59 percent) expected to work while in college than in 1977 (36 percent).
- New freshmen place less value or importance on the benefits of a liberal arts education and more on developing skills for a specific job.
- New freshmen in 1996-1999 described themselves as more conservative than students in 1975.

- Seventy-five percent of 1999 new freshmen stated that they plan to bring a computer to campus, compared to 68 percent last year.
- Only 44 percent of 1999 new freshmen stated that they would be interested in interaction with people whose ethnic background is different from theirs.
- One-third of new 1999 freshmen said they rarely studied outside of class while in high school.

Evaluation of new freshmen from 1990 to 1997 shows the positive benefits of assessment and the Counseling and Advising for Retention Effectiveness (CARE) program on student performance. When ACT and high school grade point average (HSGPA) are controlled, students at every ACT and HSGPA interval are much more successful in 1998-99 than in 1990-91, the year before the CARE program and assessment began. In 1998-99, 83 percent of new freshmen earned a GPA of 2.0 or better; the average GPA was 2.7. Whereas in 1990-91, only 74 percent of freshmen made a GPA of 2.0 or better, and the average GPA was 2.50.

Mid-level Assessment

In 1998-99, the general education assessment focused on the effectiveness of the writing component. A special emphasis was given to argumentative writing in English 1213. In addition, a newly designed test (F.A.C.T.S.) was created to determine if students understood and could use certain concepts taught in English 1213 that are necessary for thoughtful argumentative writing.

The results indicate that students, on the whole, believe that the teaching strategies help them learn to write papers in first-year composition. On most questions involving learning to use specific writing tools ("I learned how to use dialogue in my writing." or "I learned how to be more descriptive."), 75 to 80 percent of the students answered "strongly agree" or "agree." In general, less than seven percent of the students indicated that they did not learn the writing strategies connected with these papers.

The results of the F.A.C.T.S. test, which was given to 205 (pre-test) and 176 (post-test) students, show that students are learning the concepts necessary for thoughtful argumentative writing, as judged by their abilities to recognize these concepts. Such concepts are essential to critical thinking and reading. The test also indicates that critical thinking ability grows over the course of the semester as measured in the pre/post tests.

During 1999-2000, the Provost's Advisory Committee for General Education Oversight (PACGEO) will continue its review of the cumulative findings relating to how well OU students are meeting the goals of the general education curriculum. Since findings suggest that there is a decline in both the amount and quality of students' writing experiences after the freshman year, discussions are continuing on new strategies to strengthen the writing component of courses after the freshman year.

Program Outcomes Assessment

Academic units used a variety of tools to assess how well the students in each undergraduate degree program are meeting the goals set by the faculty. These include:

- exit interviews and surveys of graduating seniors
- standardized achievement tests
- capstone projects
- capstone course portfolios
- capstone course performance
- alumni surveys
- employer surveys
- professional certification exams
- admission rates to professional schools

Based on the findings, many units adopted or proposed changes in their degree programs to enhance student performance and success in meeting the program's objectives.

The Construction Science Program will reorganize two classes into a team teaching format and add a portfolio review for construction science students. A statistics review component was added to the capstone course for communications students. The Philosophy Program increased its 3000-level course offerings so that the philosophy students can graduate in a more timely manner. The Michael F. Price College of Business increased the course offerings in international business and entrepreneurship. The College of Education instituted an orientation at the beginning of each semester for all cooperating teachers, interns, teacher education faculty, and supervisors.

Student Satisfaction Assessment

The ACT Student Opinion Survey (SOS), supplemented with locally developed questions, was administered to 3,310 randomly selected undergraduate students on the Norman Campus (21 percent of all undergraduates) and 623 students at the Health Science Center (69 percent of all undergraduates). The survey is designed to measure student satisfaction with the services and programs.

Findings for the Norman campus showed:

- Eighty-one percent of students expressed satisfaction with the university in general.
- Areas of highest satisfaction (80 percent or higher) include student union (85 percent), recreational services (83 percent), college in general (81 percent), and cultural programs (80 percent).
- Areas of highest dissatisfaction include parking (76 percent), course availability at the times students can take them (41 percent), and use of student activity fees (33 percent).

Findings for the OUHSC showed:

- Seventy-five percent of students expressed satisfaction with the OUHSC in general.
- The area of highest satisfaction (80 percent or higher) was library services (87 percent).
- The area of highest dissatisfaction was parking (45 percent).

During the 1998-99 academic year, a new process was implemented for students withdrawing from OU (Norman campus) collecting data about the reasons for their withdrawal and their satisfaction with OU. The reasons for withdrawing were (in order of decreasing frequency): other, financial reasons, work conflict, family problems, and health reasons. The mean level of satisfaction of students withdrawing from OU was higher than students in general (fall 98 = 4.22; spring 99 = 4.34).

Oklahoma State University

Entry-Level Assessment

The purpose of entry-level assessment is to assist academic advisors and faculty in making placement decisions that will give students the best possible chance of academic success. Three methods assess a student's readiness for college-level coursework at Oklahoma State University (OSU): scores from ACT subject tests, results from a locally developed Entry Level Placement Analysis (ELPA), and scores from Computer-Adaptive Placement Assessment and Support System (COMPASS) placement tests. The ELPA is a multiple regression model that uses high school GPA, high school class rank and size, and ACT subject scores to predict student grades in selected entry-level OSU courses. The predictions are based on the success of past OSU freshmen with similar academic records. All new students are assessed using ACT subject and composite scores (or SAT equivalent) and results of the ELPA. Students scoring below the designated cutscores on the ACT and with predicted grades from the ELPA of less than "C" in a particular subject are required to take remedial coursework. Students who are required to take remedial coursework may waive this requirement if they demonstrate proficiency in the subject by achieving a passing score on the COMPASS placement test. All students undergo entry-level assessment during admission, enrollment, and initial advisement. After all entry-level assessment was completed in 1998-99, 709 enrolled new students (18.8 percent of the total number enrolled) were required to take at least one remedial course.

No major changes were made to the entry-level assessment process in 1998-99. OSU administrators and consultants from ACT evaluated cutscores for COMPASS placement tests, but no changes were indicated. The ELPA program was updated this year to utilize current data in the regression equations that predict student grades in entry-level courses; this activity is consistent with OSU's Institutional Assessment Plan.

Additional entry-level assessment studies conducted in 1998-99 include:

- *The CIRP Freshman Survey.* Approximately 60 percent of new OSU freshmen participated in this national survey of college freshmen conducted jointly by the American Council on Education and the University of California at Los Angeles. The survey, conducted in the first week of class, provides information about the expectations, attitudes, and experiences of freshmen at OSU and from peer institutions nationwide. Results of the survey showed:
    - 82 percent of OSU freshmen used the internet for homework in high school (compared to 74 percent for peer institutions);
    - 62 percent of OSU freshmen reported average grades of "A" in high school (compared to 38 percent for peer institutions);
    - 24 percent of OSU freshmen reported studying more than 6 hours per week in high school (compared to 36 percent for peer institutions), and
    - comparisons with previous years show that freshmen report increasing volunteerism and declining interest in politics. This trend is consistent among freshmen nationwide.

- *The College Student Inventory.* The College Student Inventory (CSI) measures motivational variables that are closely related to persistence and academic success in college. In 1998-99, the CSI was administered to all freshmen and transfer students enrolled in the College of Agricultural Sciences and Natural Resources (n=257) and the College of Human Environmental Science (n=121). Information from the survey is used to enhance advisement and identify problems that could impede academic success. Overall results are used to develop programs and strategies to enhance student retention.

- *Assessment of the Summer Freshman Enrollment Program.* In spring 1999, 220 OSU second-semester freshmen participated in a survey designed to assess the effectiveness of OSU freshman orientation programs, particularly the Summer Freshman Enrollment Program. Results of the study showed that 90 percent of second-semester freshmen had positive perceptions of the quantity and quality of the orientation material provided during the summer enrollment program. No major changes to the Summer Freshman Enrollment Program are planned as a result of this study.

Mid-Level Assessment

General education assessment is currently under revision. Previously, mid-level assessment included use of the Collegiate Assessment of Academic Proficiency (CAAP) and a locally developed test of writing and critical thinking skills. These methods were used in 1992-1995, but were discontinued because of dissatisfaction with the standardized instrument and lack of motivation by students to participate in the assessment and provide a true measure of their abilities. From 1994 through 1997, the Mid-Level Writing Assessment Project was conducted to evaluate OSU student writing competencies at the mid-level. Although the study provided valuable assessment of student writing skills, it did not result in a viable method of assessing mid-level competencies on a continuous basis.

In 1998-99, the Faculty Assessment Council worked toward developing a plan for continued mid-level assessment. The Council developed a list of expected outcomes of general education, studied general education assessment methods used at other institutions, and presented their initial ideas to the General Education Committee. The Assessment Council and General Education Committee will work cooperatively toward developing general education assessment in 1999-2000.

In addition to the work of the Assessment Council, funding was provided to two academic units to develop mid-level assessment methods within their programs. The College of Human Environmental Science initiated a pilot study to evaluate the critical thinking skills of students who have completed most of their general education requirements. The Zoology Department is mid-way through a study designed to evaluate problem-solving skills of students who complete the department's newly revised introductory course as part of their general education requirements. Both of these studies will be completed in 1999-2000.

The final report on the 1994-97 Mid-Level Writing Assessment Project was completed in December 1998. The report consisted of eight separate studies that assessed writing of incoming freshmen, student writing while enrolled in English Composition I and II courses, student writing in other general education courses, and a longitudinal study of OSU undergraduate writers. Major findings of the study included:

- College writing occurs primarily in Composition I and II and general education courses. This should be commended, supported, and extended wherever possible.
- Efforts should be undertaken to improve the quality of writing instruction students receive relative to all assignments.
- A comprehensive, writing-across-the-curriculum program would enhance student writing competency.

Program Outcomes Assessment

Program outcomes assessment is organized and reported by individual colleges, departments, or individual academic units that award undergraduate degrees. Methods used for outcomes assessment vary widely among academic units and include the following with the number or colleges of departments that used each method:

- Exit interviews (22)
- Alumni surveys (21)
- Student surveys (22)
- Internships (14)
- Capstone courses (13)
- Tracking academic records (12)
- Intercollegiate competitions (10)
- External review of student work (9)
- Standardized exams (15)
- Tracking retention / graduation data (10)
- Portfolios (7)
- Employer surveys (4)
- Tracking student employment status (4)
- Faculty evaluation of student work (3)
- Course-embedded assessment (2)
- Computer assessment software (1)
- Focus groups (1)
- Senior projects (1)
- Student resumes (1)
- Summer camp evaluation (1)

Findings from outcomes assessment and uses of assessment data were unique for each academic unit and are detailed through program outcomes assessment for reviewing, revising, and improving their curricula. Sixty percent of academic units reported using the results of program outcomes assessment to implement specific changes within their undergraduate curricula.

Throughout OSU, many changes have been made as a result of program outcomes assessment. One of the changes made in many departments involved computer usage and availability. Many departments integrated computer technology into the curriculum and increased the availability of computers for student use. Also, many class sections have been added to meet student demand, and some class formats have been modified. Classrooms have been remodeled and added to meet student needs. Students also expressed the desire to have more career-related services offered. As a result, one department has began developing a national database of potential employers for its program graduates. Career development counseling has also been increased in many programs.

Student Satisfaction Assessment

The Noel-Levitz, Inc., Student Satisfaction Inventory (SSI) has been conducted annually to provide feedback from undergraduates regarding their perceptions of academic programs and campus services. The Institutional Priorities Survey (IPS), which closely parallels the SSI, was also conducted in 1998-99. Whereas the SSI is designed to measure student satisfaction with a wide range of college experiences, the IPS assesses the priority faculty, staff, and administrators believe the institution should place on the same range of student experiences and how well the institution is meeting these expectations. A total of 1,682 undergraduates participated in the 1999 SSI, and 158 faculty, staff, and administrators participated in the IPS.

The major findings from the 1999 SSI and IPS were:

- OSU students and faculty/staff indicated highest satisfaction with topics related to enjoyment of being part of the OSU community, the friendliness toward students on this campus, campus safety and security, and campus appearance. Students and faculty also agreed that strengths included faculty expertise and the variety of courses offered.
- Satisfaction scores given by OSU students were consistently higher than responses of students at 4-year, public institutions nationwide.
- Overall, 85 percent of OSU students said they were satisfied with their college experience so far, and more than half said their college experiences were better than they expected.
- Areas of concern identified by students and faculty/staff included the ability to register for classes without conflict, students getting the "run-around" when seeking information, and the unbiased treatment of students by faculty.

Graduate Student Assessment

Graduate student assessment will resume campus-wide in 1999-2000. In spring 1999, the faculty Assessment Council revised guidelines for graduate student assessment. Academic units are charged with reviewing and revising their program assessment plans to include graduate programs, and the Assessment Council and Graduate College are charged with developing a campus-wide assessment of graduate student satisfaction. In 1998-99, some graduate students were assessed as part of their academic unit's outcomes assessment program.

University of Central Oklahoma

Entry-Level Assessment

Students who score less than 19 in any subject area on the ACT are considered deficient in that area and secondary placement is considered. Records of first-time freshmen, adult admission students, and transfer students are reviewed to determine if secondary placement is required. The Accuplacer Computerized Placement Test (CPT) is used as the secondary placement test instrument. University of Central Oklahoma (UCO) students are assessed for placement by UCO staff; however, Rose State College (Rose) coordinates the remedial courses on the UCO campus.

Rose offers remedial courses on the UCO campus and provides a part-time admission officer/advisor. Students may choose to remediate deficiencies at other institutions or through self-study and retesting. A student who tests within one standard deviation of the required placement score for the college-level course may retest immediately. In all other cases, students either wait six weeks or study in the Learning Resources Center (LRC) for a minimum of six hours for mathematics and three hours for either English or reading to be eligible for retesting. Students are restricted to taking the test a maximum of three times in any subject area. The only exceptions are if the most recent test score is over one year old or if remedial coursework has been successfully completed.

During spring 1999, 518 new freshmen, 675 new transfers, and 387 readmitted students entered UCO. These students were part of those who completed secondary assessment. Between January and August 1999, 768 students took the Algebra test, 699 took the Arithmetic test, 501 took the Reading test, and 557 took the English test. Of these students, the means and medians respectively were Algebra: 48.9, 46.5; Arithmetic: 53.28, 52.3; Reading: 65.69, 71.10; and English: 63.66, 76.6.

Mid-Level Assessment

UCO primarily relies on course-embedded assessment. Methods embedded in the curriculum include standardized tests, pre/post tests, and syllabi review. In addition, the critical thinking component is assessed through the College of Liberal Arts Student Symposium. Students present original papers to an audience of students and faculty. UCO has directed major efforts toward the review and revision of its general education curriculum.

Training is scheduled in January 2000 for the performance assessment measure, the Primary Trait Analysis (PTA). This method is widely acclaimed as an effective tool for assessing general education.

English

English composition is offered in the traditional structure of a composition course and a composition research course. Students are encouraged, through advisement, to take the courses early in their plans of study. International students have the option of taking English courses specifically designed to address grammar and writing deficiencies generally observed in non-English speaking students. The department has a Freshman English Program Director, who coordinates course offerings, ensures that the curriculum reflects the departmental standards and UCO goals, and coordinates embedded assessment activities.

Science

Science course assessment currently focuses on chemistry introduction courses. The Chemistry Department administers the American Chemical Society Exam in the Chemistry I courses. In 1998-99, student scores fell within an acceptable range. The Biology and Physics Departments are reviewing options for assessing the General Education science component. Faculty teams will participate in the PTA training in January 2000.

Humanities

Humanities is a difficult area to assess due to the variance in course offerings fulfilling this component of the general education curriculum. In addition to using the PTA, a faculty team will design and implement the assessment in spring 2000.

Mathematics

A committee is reviewing student success in UCO mathematics courses following remedial coursework. The Chair of the Mathematics Department and Coordinator of the Rose remedial courses strongly support the study. The length of time between remediating a deficiency and taking the college-level course is one aspect being studied. Study results are expected by December 1999. The General Education Assessment Committee is reviewing assessment of the mathematics component. Either PTA or standardized finals will be used as the assessment measure.

Communications

The Personal Report of Public Speaking Anxiety instrument is used in the communication course commonly taken as part of the general education curriculum. This instrument measures a student's level of anxiety about speaking in front of a group of people. The pre/post test results are compared to determine if students develop a higher comfort level toward public speaking.

Program Outcomes Assessment

Thirty-three departments offer academic degrees on the UCO campus. Some departments are able to design their assessment of the major as a single assessment plan. However, most departments offer unique programs within the department and prepare assessment plans for each academic program. Methods currently used for assessment of the major include: portfolios; standardized tests; nationally normed standardized tests; mentoring; capstone courses; practicums and internships; licensure and certification examinations; student symposium; and surveys of graduates, alumni, employer populations, and professional schools or doctoral programs.

Graduate Student Assessment

The bulk of UCO graduate students are in the College of Education. All education majors must compile a portfolio, take a licensure or certification examination, and participate in a field experience, such as a practicum, internship, student teaching, and/or resident year teaching. Practices in other UCO departments include comprehensive examinations, portfolios, practicums, presentations at professional organizations, and surveys of graduates, alumnae, employers, and professional schools or doctoral programs.

Student Satisfaction Assessment

Student opinion surveys are used to measure student satisfaction. Distributed through the application packet for graduation is the Graduating Student Survey (GSS). Students usually complete the application process three to six months prior to graduation. The survey includes multiple choice questions, Likert scale questions, and a comment section. Results are compiled in an annual report. Locally developed satisfaction surveys and the ACT Student Opinion Survey (SOS) are also used. These instruments are distributed in sections using a stratified random sample. In fall 1998, the SOS was distributed. Department chairs and administrators received copies of the survey results. Copies of the annual survey reports are included in the 1999 Assessment Report.

Of those students completing and returning the GSS, 95 percent stated that they would recommend UCO to a friend. Also, 95 percent said that they feel safe on the UCO campus. Other high points of the survey included: 91 percent agreeing that UCO provides a high quality educational program in their major fields; 91 percent agreed that they have acquired or expanded their skills and knowledge to prepare them for a career-related position; and 90 percent agreed that they gained a better understanding and appreciation of cultural diversity.

East Central University

Entry-Level Assessment

The East Central University (ECU) Assessment Center (AC) uses ACT subject scores, Accuplacer Computerized Placement Test (CPT) scores, and other secondary tests to assess the academic skills of entering freshmen. Entering freshmen with ACT subject scores below 19 must pass the related CPT module or other secondary test to enroll in college-level course work in that subject area. The CPT modules used to assess English, mathematics, and reading are Sentence Skills, Elementary Algebra, and Reading Comprehension. The Integrated Process Skills Test II (IPS) is used to assess the students' academic background in science. As in 1997-98, 50 percent of freshmen admitted during the 1998-99 academic year had at least one ACT subject score below 19. After secondary testing, the highest proportion of academic skills deficiencies was in mathematics (19 percent), followed by English (11 percent), reading (7 percent), and science (2 percent). The courses and pass rates for students who enrolled in remedial courses were: Fundamentals of English (75 percent), Intermediate Algebra (54 percent), Developmental Reading (72 percent), and Concepts in Science (46 percent).

The AC tracked student performance in entry-level college courses by dividing students into three cohorts for each ACT subject area based on their performances on the ACT and the CPT exams. The first cohort consisted of students who had ACT subject scores of 19 or higher. The second cohort contained students who had ACT subject scores below 19, but passed secondary placement testing. The third cohort included students who had ACT subject scores below 19 and failed secondary testing. As expected, students in the first cohort generally outperformed students in the second and third cohorts. The students in the second cohort also outperformed students in the third cohort.

ECU's English cutscores again appeared adequate for the freshman class of 1998-99. However, 70 percent of the students who tested out in other subject areas still failed to earn a grade of "C" or greater in College Algebra, Survey of Math, selected general education courses for reading, and three general education science courses. In spite of this observation, student performance in College Algebra improved significantly over previous years. Past course content changes in Intermediate Algebra may have begun to prove effective in improving overall student success in College Algebra.

Mid-Level Assessment

ECU conducted four activities in assessing general education in 1998-99. The AC administered the College Basic Academic Subjects Examination (BASE) to 225 students enrolled in the general education capstone course. This exam covers English, mathematics, science, and social studies. The 1998-99 cohort had an overall average score of 297 on the BASE. Overall, this cohort's performance was 14 points above the average performance for all ECU students tested prior to this academic year and 22 points higher than the peer group. The 1998-99 group's performance surpassed past ECU student performance in all subject areas. As with past groups, the students performed best in science, achieving a score of 304, 32 points higher than the peer group average.

After deciding to assess critical thinking during 1998-99, the University Assessment Committee (UAC) directed the AC to review the course syllabi of all general education courses to determine which courses listed the following critical thinking student outcomes as part of the course objectives: 1) "students should be able to distinguish between fact and inference," and 2) "students should be able to evaluate supporting evidence." The AC then randomly sampled these courses to identify critical thinking assignments to put in an "institutional portfolio." The UAC subsequently evaluated the assignments to determine what proportion of the assignments actually addressed critical thinking outcomes. One focus group was conducted during the 1998-99 academic year. The group discussed the critical thinking assignments they had been given in their general education courses. Students in the focus group indicated the critical thinking outcomes were frequently listed in the course syllabi. Assignments requiring critical thinking occurred more frequently in courses requiring papers and/or essay exams. In addition, the students indicated that there was considerable variation in assignments among departments.

Additionally, the AC conducted a student focus group on the critical thinking outcomes to determine if they were being adequately addressed. A review of course syllabi indicated that essentially all general education courses listed critical thinking as one of the general education student outcomes addressed. After evaluating the critical thinking assignments collected for the "institutional portfolio," the UAC concluded that approximately two-thirds of the assignments submitted addressed the critical thinking outcomes. The UAC developed assignment examples that address these outcomes which will be sent to faculty members whose courses are randomly selected for the 1999-00 portfolio submissions.

Program Outcomes Assessment

During 1998-99, 718 students were assessed as part of undergraduate program assessment. All undergraduate degree programs conduct some form of assessment and most have well-developed program assessment plans. Degree programs used a variety of instruments to assess their student outcomes, including locally developed exams, standardized tests, such as the ETS Major Field Achievement Tests (MFAT), the Area Concentration Achievement Tests (ACAT), portfolios, and various constituent surveys. In addition, the following licensing and certification tests were used: Certified Public Accountant (CPA) Exam, Oklahoma Council on Law Enforcement Education and Training (CLEET) Exam, National Council Licensing Exam for Registered Nurses (NCLEX-RN), and the Oklahoma Teacher Certification Exam (OTCE).

Students met or exceeded many program performance goals, the majority of whom either passed the exams or scored at or above a specified level on these exams. The Early Childhood Education, Elementary Education, Health Physical Education and Recreation Education, Special Education, Health Information Management, History, Mathematics, and Nursing programs had pass rates exceeding 85 percent.

Student Satisfaction Assessment

The main assessment instruments used for student satisfaction assessment during 1998-99 were ACT's Student Opinion Survey (SOS) and ACT's Alumni Survey. In spring 1998, departments going through program review were asked to select section samples to ensure adequate numbers for program review analysis and reporting. Once selected, the responses of all students present in the section on the day the survey was administered were included. Responses from 412 currently enrolled students were obtained during the 1998-99 academic year. In addition, the AC mailed the ACT Alumni Survey to graduates (within the past five years); the AC received 271 responses.

The SOS results show ECU students have a higher level of satisfaction than other public college students. Those items showing the greatest positive differences were: the campus bookstore, the student union, value of information provided by an advisor, availability of an advisor, concern for individuals, class size relative to the type of course, attitude of faculty toward students, preparation for future occupations, and racial harmony on the campus. There were some negative differences in this year's responses. The largest negative differences were dissatisfaction with: the variety of courses offered, the academic calendar, the campus media, and residence halls rules and regulations.

The Alumni Survey responses were also positive with the 271 alumni responding as follows: attending ECU improved the quality of life (88 percent responded "probably" or "definitely yes"); would attend ECU again (83 percent responded "probably" or "definitely yes"); and the quality of preparation for current job (80 percent responded "adequately" or "very well"). In addition, over 69 percent indicated that ECU's comparative quality was about the same or better than other colleges they had experienced. Eighty percent of the respondents indicated that their education at ECU prepared them adequately or very well for their present occupation.

Graduate Student Assessment

A total of 86 graduate students were assessed during the 1998-99 academic year using the Oklahoma Teacher Certification Exam (OTCE), the Rehabilitation Counselor Certification (RCC) Exam, locally developed comprehensive exams, internships, practicums, portfolios, and various constituent surveys. The OTCE pass rates for school counseling graduate students exceeded 80 percent, as did the pass rate for Special Education graduate students. Rehabilitation Counselor Certification (RCC) Exam pass rate was 82 percent. Other assessment data collected to date indicate that most program goals are either being met or are close to being met. In addition, alumni and employer surveys show a high degree of satisfaction with ECU's graduate programs.

Northeastern State University

Entry-Level Assessment

Effective spring 1992, all first-time entering freshmen and freshman transfer students with six or fewer credit hours, are required to participate in English and mathematics placement examinations prior to enrolling using the Test of Standard Written English (TSWE) and the Basic Algebra Test (BAT). Because the Office of New Student Advisement gave the TSWE and the BAT tests to all prospective NSU students through spring and summer 1994, full implementation of the ACT as the first cutscore began in spring 1995. Students scoring below the 19 ACT subject score in reading are administered the Nelson-Denny reading test. Students not performing at the 12th grade reading level are required to enroll in remedial reading.

During fall 1998, NSU had 967 first-time freshmen, 505 (52 percent) of whom enrolled in remedial courses: 436 (45 percent) in mathematics, 241 (25 percent) in English, 128 (13 percent) in science, and 119 (12 percent) in reading.

During fall 1998, students enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 55 percent and 60 percent, respectively; students enrolled in Mathematics 1513 showed a 63 percent pass rate. English 0123 students had a pass rate of 72 percent compared to 85 percent for English 1113. For spring 1999, the pass rates for students enrolled in Mathematics 0123 and Mathematics 0133 were 58 percent and 49 percent, respectively. For Mathematics 1513, the pass rate was 58 percent. English 0123 had a pass rate of 51 percent while those in English 1113 achieved a 75 percent pass rate. Students scoring below the designated cutscores for each test are required to participate in remediation before enrolling in college-level courses. Students who complete remedial English are re-tested using the TSWE. Students who score below the cutscore are encouraged to participate in further remediation. Students in both zero-level mathematics classes showed a significant gain in their BAT score for both fall and spring semesters.

Each fall semester, NSU administers the Freshman Survey to students enrolled in freshman orientation classes. In fall 1998, 709 students responded to the survey which provides useful demographic data of incoming freshmen and also measures the students' attitudes, values, and aspirations. When NSU freshmen were compared to a national peer group, several differences were apparent. NSU has one of the largest Native American student enrollments, 33 percent compared with 3.2 percent for four-year colleges. Of NSU's first-time freshmen, 80 percent live close to the campus as compared to 61.5 percent nationally. The availability of financial aid was listed by 37 percent of students as being a reason for selecting NSU, as compared with 26.7 percent nationally. The results also showed that NSU's first-time freshmen were less prepared in foreign language, physical science, art, and music when compared to their national counterparts. The attrition rate for first-time freshmen from fall 1998 to fall 1999 was 38 percent.

Mid-Level Assessment

NSU utilizes the Riverside College Base Academic Subjects Examination (BASE) as the primary general education assessment instrument. The BASE test is a criterion-referenced test that determines the degree to which student mastery has been attained in particular skills. A locally developed instrument is used to assess the content areas not measured on the BASE test:

humanities, speech, and health/nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU does not take the test.

In fall 1998, responses from students resulted in 14 complete tests. Since students are only required to take subsets of the sections, or the writing sample, a complete BASE test required numerous student answer forms. The composite score of 269 for the test was slightly more than one standard deviation below the national mean performance of 300. The scores of 231 in English, 301 in mathematics, 263 in science, and 283 in social studies were all below the national mean. Locally developed mid-level assessment instruments were administered to measure health/nutrition, humanities and speech. The results of the humanities, speech and health/nutrition tests are lower than desired for the 1998-99 year.

Several institutional changes have been proposed in response to the mid-level assessment results. Units that offer general education courses were encouraged to reevaluate course objectives and develop tests that would best measure these objectives. Meetings between the office of the Vice President and faculty were held to discuss the variance that exists between instructors and sections of the same offerings. A committee oversees remedial instruction and has proven to impact curricular change.

Program Outcomes Assessment

The first step taken in program assessment was to prepare and update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. During fall 1992, outcomes assessment measures were in place for half of the majors in each college. During 1998-99, the Assessment Coordinator met with each of the assessment committees to review relevant test results and to have each committee set standards of student performance based upon criterion outcomes. Data are now being gathered using these criteria.

The Art Department has seen a general increase in Art History performance despite the low number sampled. The faculty is pleased with the attractiveness of the Commercial Art program showing and is preparing to update and enhance computer equipment and software to keep the program competitive. The number of majors continues to rise from last year while service to non-majors decreased from 53 last year to 46 this year. In anticipation of the newly instituted portfolio course requirement, graduates in Commercial Art were assessed this year in the category of Professional Studies and performed extremely well.

The new test in Mass Communications (BSEd) will be given in the coming year. The new test is more up-to-date.

The Department of Environmental Management is considering national accreditation for its programs, and it is anticipated that the results of the ETS Major Field Assessment Test will provide data to support the current curriculum or indicate areas which need to be changed.

Significant changes in the specified courses for completing a technology education degree were approved by the State Regents and implemented in January 1999. Effective February 1997, the Oklahoma Department of Vocational & Technical Education assumed responsibility for administering the newly developed technology education examination. Beginning in spring 1998, a single History & Philosophy of Vocational & Technical Education course in the College of Business & Industry was offered for Business Education, Family & Consumer Sciences Education and Technology Education majors. Also, a single education methods course for Business Education and Technology Education was offered. Family & Consumer Sciences Education will continue to offer a separate methods course. The objectives and content in these courses continue to be revised to reflect technological advancements. Additional hands-on simulation activities for use in the program are planned

In 1998-99, all education programs submitted curricula to be reviewed by national learned societies. The graduate reading course syllabi are being reviewed each semester to ensure that all of the Oklahoma State Reading Objectives are being adequately covered in the appropriate courses and that the information is kept current.

The Health and Human Performance Department changed its book and curriculum in the general education health class to include Internet activities and individual teacher Web sites, and is using student outcome testing for its laboratory classes, i.e., Physiology of Exercise, Instrumentation of Exercise Physiology. Additionally, the department adjusted its athletic training option to include course work that would position itself for NATA curriculum-based program review.

The Chemistry Department required each graduating chemistry major to complete a questionnaire outlining their view of the department's strengths and weaknesses. These questionnaires will be used to address chemistry program deficiencies.

Computer Science plans to consider using a more appropriate exam to replace the ETS MFAT exam currently in use. The ETS exam is designed to test each student's potential to succeed in graduate school. The Computer Science curriculum and course content has not changed due to the assessment testing. The curriculum changes come about when they compare their curriculum to that suggested by professional organizations such as the Association for Computing Machinery and by what peer institutions are doing.

In the future, the instruments for Criminal Justice will be changed as the new curriculum develops. ETS is planning to develop an outcomes test for Criminal Justice, and NSU has agreed to be a part of the development. There is also a need to develop pre-tests for Criminal Justice.

In the History & Social Studies bachelor's degree program, faculty revised the history survey course examinations to include an essay component. A supplementary text of primary documents was adopted as required reading for Modern Western Civilization classes.

In Psychology, a computer data analysis class has been added as well as multiple sections of statistics to decrease class size. A data analysis component will be introduced in the experimental course, requiring students to gain more experience with quantitative methods. Additionally, a computer analysis component may be required in the statistics course.

Social work majors are now required to take Introduction to Sociology because it covers research terms and concepts. This appears to have improved students' preparation for the research course.

The M.Ed. students in School Counseling maintained the 100 percent pass rate on the state competency exam in School Counseling. The department used this assessment as a partial basis for rearranging teaching assignments.

Student Satisfaction Assessment

Every other year, a standardized national assessment measure is administered to a representative sample of students to determine their satisfaction with institutional effectiveness. During the even numbered years, the College Student Experiences Questionnaire (CSEQ) is administered, and during the odd numbered years the ACT Student Opinion Survey (SOS) is given. During spring 1999, the SOS was administered to a representative sample of 216 students in a selection of classes from each academic division and college. Representation was also ensured by sampling appropriate proportions of freshmen through graduate students from each of the academic units.

In evaluating the results of this SOS administration, two major comparisons are possible: compare the 1992, 1994, and 1996 responses with the 1998 responses and compare these responses with a new set of normative data. Of the 400 colleges and universities that use the SOS, NSU was one of 19 institutions chosen to make up the norm group for comprehensive universities. The results of the CSEQ were similar to the last three administrations and indicate that NSU students mirror the national student body. During spring 1999, alumni were surveyed (N=56) and reported similar positive attitudes about their experiences at NSU.

Graduate Student Assessment

Graduate level assessment is conducted using standardized and faculty developed tests, capstone course papers, and exit interviews. The faculty select the measurements and collect data on 50 to 100 percent of students in each degree program.

Although graduate student assessment is new, NSU has made some changes. Students in the Master of Arts in Communication want access to more 5000-level courses and more time for comprehensive exams. Future assessment in Industrial Management may be embedded within a course. A new instrument is being developed for the Master of Science in Reading.

Northwestern Oklahoma State University

Entry-Level Assessment

The Assessment of Skills for Successful Entry and Transfer (ASSET) is used as an entry-level assessment at Northwestern Oklahoma State University (NWOSU). A total of 248 students who had not taken the ACT were tested during the 1998-99 school year including adult students. To determine placement in either remedial or college-level English, mathematics, and reading, NWOSU used two testing measurements during 1998-99 for first-time freshmen who scored below 19 on any subject score of the ACT. During spring 1999, NWOSU used the Accuplacer's Computerized Placement Test (CPT).

Science placement is determined by a combination of the reading and mathematics ASSET scores. Students who score 18 or lower on the ACT science subject score are required to score 40 or better on the ASSET Reading Skills test and score 40 or better on the ASSET Intermediate Algebra test. Scores from the ACT serve as a base line for determining academic gains as the student progresses through the general education program. Because of this, the Riverside College Base Academic Subjects Examination (BASE) is used to determine if there has been "value added" as a result of completing the general education program. NWOSU experienced a significant increase in the number of students required to take remedial mathematics courses. In fall 1998, NWOSU enrolled 317 first-time freshmen, 139 (44 percent) of whom enrolled in remedial courses during 1998-99: 133 (42 percent) enrolled in mathematics, 18 (6 percent) in reading, and 56 (18 percent) in English.

Mid-Level Assessment

The BASE scores assess students in relation to a defined body of knowledge rather than comparing student performance against the performance of others. This makes the results better suited for assessing strengths and weaknesses of individual students and academic programs. The BASE was chosen because test items closely match the objectives of NWOSU's General Education Program.

In October 1998, 46 rising juniors were tested at NWOSU using the BASE. For purposes of mid-level testing, rising juniors are defined as students who have completed an identified core of classes in the general education curriculum. The students are selected from the university database and sent a letter requesting that they participate in the testing. They are given a choice of several test dates at the Academic Assistance Center.

For assessment program purposes, the comparison of most interest is between the scores of students who have completed the core requirements (rising juniors) and the same student's scores as an entering freshman. NWOSU has tested entering freshmen for the past four years to develop a database. The statistically significant increase in scores from the freshman to the junior level indicates that there is a "value-added" component to completing the general education curriculum at NWOSU. In both last year and in the current year, NWOSU found a significant increase in the composite mean scores from freshmen to juniors. There was also a significant increase in English, mathematics, science, and social science.

Starting in 1995-96, the Northwestern University Comprehensive Assessment Program (NUCAP) Committee requested that Riverside Publishing Company conduct a comparison study of NWOSU's results on the BASE and those of other higher education institutions which have similar enrollment and mission.

In 1998, Riverside found six institutions that met the criteria for comparison with NWOSU. The mean composite score for the seven institutions (NWOSU plus the six selected institutions) was 273. The range for the BASE is 40 to 560 with 300 being the average for all subjects tested. NWOSU's composite in the most recent testing was 291; therefore, NWOSU's composite score is significantly higher than the comparison group. NWOSU had significant strengths in the areas of English (19 points higher), science (24 points higher), and social studies (23 points higher) when compared to the group's scores. Mathematics score was substantially higher (15 points) but not statistically higher. Initial data analysis indicates that the program is achieving its stated objectives; therefore, no instructional changes are planned at this time.

Program Outcomes Assessment

This is the third year of program outcomes assessment at NWOSU. Program outcomes were initially assessed in most of the programs in the spring of 1996. The types of assessments include locally developed test, ETS Major Field Achievement Tests, Area Concentration Achievement Tests, portfolios, and teacher certification exams. The Criminal Justice faculty reviewed the results of program outcomes assessment and determined to increase critical thinking skills usage in writing, research, and legal issues in the program. The Music Department faculty submitted a proposal to the Vice President for Academic Affairs to add an Introduction to Music Education class to the education curriculum in both instrumental and vocal music. Also, the music faculty recommended adding a literature course in each area (vocal and instrumental) so students may become familiar with music literature in their concentration area. The Social Work faculty reviewed the program outcomes assessment results and increased curricular requirements by requiring all majors to complete Principles of Social Research as a part of their degree plans. Other programs are cautious and waiting until they have more data before making any changes.

Student Satisfaction Assessment

At NWOSU, student satisfaction is assessed in two ways: surveys of current students and graduates. The ACT Student Opinion Survey (SOS) was distributed to students during spring 1999; a total of 77 students participated in the survey. Students were most satisfied with student employment services (4.47) and least satisfied with food services (2.09).

Student satisfaction for the college environment was also addressed in the survey. All areas included in this section of the survey had averages between 2.98 and 4.29. Students were most satisfied with class size relative to the type of course (4.29) and least satisfied with residence halls' rules and regulations (2.98).

The ACT Alumni Survey was distributed to 100 NWOSU 1996 graduates randomly selected from the Alumni Foundation mailing list. Only a small number of surveys were returned and subsequently sent to ACT to be analyzed. Alumni listed location and size as the two main reasons for attending NWOSU. More than 80 percent were certain they would attend NWOSU if they could start college over.

Graduate Student Assessment

The Dean of the Graduate School submitted a proposed assessment plan to the NUCAP committee in January 1997. The NUCAP committee voted to recommend the approval of the plan to the Vice President of Academic Affairs. The Graduate Committee approved the plan in February 1997.

The results of comprehensive exams given during the 1998-99 school year as part of the graduate student assessment plan show that 58 Master of Education candidates passed and two failed. Seventeen Master of Behavioral Science candidates passed the exam while two failed.

Information from both the exit interview and the graduate follow-up was analyzed. Assessment reports were generally positive. Students listed a knowledgeable and cooperative faculty as a primary strength. Other strengths included course availability and communication with the Graduate Office. Some weaknesses listed were the use of adjunct faculty, lengthy paperwork, and restricted scheduling. Interactive television (ITV) received diverse opinions from students.

Changes have been made as a result of the assessment surveys. Scheduling has been expanded, especially in evening classes, to accommodate more students. ITV classes have been expanded to cover a wider geographic area.

Southeastern Oklahoma State University

Entry-Level Assessment

Entry-level assessment at Southeastern Oklahoma State University (SEOSU) was established to maximize the success of newly entering undergraduate students. This level of assessment focuses on ensuring academic preparedness with an expected outcome of increased retention of these students. SEOSU admitted 1,509 undergraduate students whose initial enrollment at SEOSU occurred during the summer 1998, fall 1998, and spring 1999 semesters. During this reporting period, 24 percent of the total students admitted were required to take the English secondary test; 37 percent were required to take the mathematics secondary test; 19 percent were required to take the secondary test in reading; and 25 percent were required to take the secondary test in science. The enrollment status of this population included first-time freshmen, transfers, readmits, and withdrawals that were still enrolled after the initial withdrawal period. For fall 1998, of the 463 first-time freshmen at SEOSU, 173 (37 percent) enrolled in remedial courses: 110 (24 percent) in reading, 104 (22 percent) in English, and 65 (14 percent) in mathematics.

To evaluate effectiveness of entry-level assessment and remedial courses, data are collected on improved retention, GPAs, and pre/post test scores of students who take remedial coursework at SEOSU. Therefore, comparisons are made on the basis of where and when remediation took place. The data collected show a significant increase in course retention rates, as well as pre/post test scores for students enrolled in remedial coursework. One measure of the remediation program's success is that the student post remediation GPAs are comparable to the GPAs of students who tested out of remediation.

Mid-Level Assessment

Mid-level assessment provides information to the faculty about the development of collegiate skills among juniors in areas such as mathematics, reading, writing, critical thinking, and science reasoning. About 250-300 juniors have been tested each semester with nationally standardized examinations. ACT Collegiate Assessment of Academic Proficiency (CAAP) results reveal two trends in the data from over the last five years. First, SEOSU juniors repeatedly score slightly below the average when compared with the sample of students attending four-year public colleges. The second trend evident in the data is that, with the exception of the March 1999 group, SEOSU juniors have demonstrated a small but consistent increase in CAAP scores with each successive semester.

The interpretation of mid-level assessment results is complicated by the fact that about 50 percent of SEOSU's juniors are transfer students; whereas, only 30-35 percent of the juniors in comparison groups are transfer students. An analysis of the CAAP scores from 1994-95 revealed that SEOSU freshmen scored significantly higher than students who were non-freshmen across all tests and subject tests. Mid-level assessment data was used to explore and make changes in SEOSU's general education program in 1994-95. A recently established General Education Committee is currently studying assessment results and the current program

Program Outcomes Assessment

Program outcomes assessment measures the extent to which graduating students are meeting their stated program goals and objectives. SEOSU faculty is using a variety of instruments in this area of assessment; comprehensive standardized and locally-developed comprehensive examinations are two of the most popular tools currently used by the faculty. Results from these tests have led the faculty to make curricular changes to move their academic programs closer to national standards. Other outcome measures that have been used include field experiences, internships, senior exhibits and recitals, capstone courses, and senior seminars.

As a result of program outcomes assessment, a senior capstone course was added to the communication and speech education curriculum. Several new courses have been proposed by the English and English Education faculty. The History, Political Science, and Social Studies Education Program has developed a new course and added Oklahoma history to the minor requirements. The Criminal Justice, Sociology, and the Social Gerontology Departments are developing a writing-based portfolio. Additionally, the departments requested that the departmental assessment coordinators receive additional training in paper portfolio assessment. The Elementary Education Department developed and added two new courses to the curriculum.

Student Satisfaction Assessment

Student satisfaction assessment has been an ongoing activity on the SEOSU campus since 1985. Initial efforts focused on the use of the Educational Testing Service (ETS) Programs Self-Assessment Service (PSAS) surveys to collect information from juniors, seniors, and alumni with reference to their particular field of study. Since 1992, periodic surveying has been conducted once each semester with graduating seniors, using the ACT Student Opinion Survey (SOS) and the ACT College Outcomes Survey (COS). On nine occasions, locally-developed surveys have been administered to juniors participating in mid-level assessment testing. In spring 1996, a local survey was developed for graduating master's students.

More than 1,500 individuals, ranging from freshmen to alumni, are surveyed annually. Student satisfaction ratings have shown that SEOSU students feel very positive about their campus experiences and with the services provided by its offices. In many instances, SEOSU students gave significantly higher ratings than the national groups. When ranking the importance of educational outcomes, seniors reported that their most important outcomes were career, major field, or the development of cognitive skills. This type of surveying is used as feedback to enhance the quality of services offered by SEOSU to its student body.

Graduate Student Assessment

SEOSU offers four master's degree programs: (1) the Master of Business Administration (MBA) housed in the School of Business, (2) the Master of Behavioral Studies (MBS) and (3) the Master of Education (M.Ed.) both of which are housed in the School of Education and Behavioral Sciences, and (4) the Master of Technology (MT) which resides in the School of Arts and Sciences (formerly the School of Science and Technology). Each program is at a different stage of formal assessment program development. The M.Ed. and the MBS programs are at a more advanced level and rely on multiple sources of assessment data including teacher certification tests, student surveys, and nationally normed tests. The MT and the MBA programs are not as advanced in the development of assessment programs primarily due to the newness of the MBA program and major program revisions in the MT program.

For the MBS program, 10 students were administered the locally-developed Master's Programs Graduate Survey; The Counselor Preparation Comprehensive Examination (CPCE); and a departmentally developed graduate student objectives survey; and 31 students were administered a departmentally developed graduate student course survey. Eleven students completed the ETS Program and Self-Assessment of Growth Survey. In addition, nine alumni completed the ETS Alumni Assessment of Program Quality. The M.Ed. program uses a variety of assessment methods which include the Local Masters Graduate Survey, the comprehensive exam, and the results of the state certification exams. For 1998-99, the M.Ed. program reported the following assessment activities: 62 students were administered the comprehensive examination; 60 students took the state certification test; and 31 students responded to a locally developed masters survey. Full implementation of the MBA program assessment plan is in progress and useable results are not yet available.

A variety of changes were implemented by the graduate programs based on assessment and student survey data. The MBS program reviewed and modified admission standards. Other programs made scheduling changes to surveys. Finally, course modifications and additions were implemented based on state licensure changes as well as assessment results. The ETS Survey program results suggested that both current students and alumni rate SEOSU below the national average in the following areas: learning environment, quality of teaching, curriculum, and student satisfaction. In addition, the alumni also rated the MT program below the national average in faculty concern for students, curriculum, departmental procedures, and available resources. The program faculty reviewed these data and data from previous years and recommended a sweeping restructuring of the programs which was approved by the State Regents.

The M.Ed. assessment program produced a variety of findings. First, the number of students taking the comprehensive exams has continued to increase since the inception of the exams, which is indicative of the growth of the M.Ed. program. The primary problem identified by the comprehensive exams was poor writing skills. Second, the program reported that the pass rate for students taking the state teacher certification exams is currently satisfactory. Third, the student survey indicated that the students have a high degree of satisfaction with the program. The average rating on the survey was 3.72 on a 5 point scale with "5" being a high degree of satisfaction. Based on the assessment results, changes in the M.Ed. Program included: (1) course scheduling modifications to meet the needs of commuter students; (2) improvements in computer facilities; and (3) two additional admissions requirements including a writing assignment.

Southwestern Oklahoma State University

Entry-Level Assessment

Southwestern Oklahoma State University (SWOSU) uses Accuplacer Computerized Placement Tests (CPT) for secondary placement testing on both campuses. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 807 CPTs were administered during fall 1998; 239 were administered at the Sayre Campus. A re-testing process was piloted during spring 1999 allowing students one re-test in each subject area. Results of the pilot were positive. The pass rates for re-tests were 39 percent in mathematics remediation; 50 percent in remedial English; and 60 percent in remedial reading. Adoption of a re-testing policy was recommended for 1999-00. During fall 1998, there were 882 first-time freshmen at the Weatherford Campus. Of these, 205 (23 percent) enrolled in remedial courses: 119 (13 percent) in reading, 118 (13 percent) in mathematics, and 56 (6 percent) in English. The Sayre campus had 118 fall 1998 first-time freshmen. Fifty-five (47 percent) enrolled in remedial courses: 41 (35 percent) in mathematics, 29 (25 percent) in reading, and 12 (10 percent) in English.

One change being considered for the next academic year will result in curriculum revision. Faculty requested that developmental courses be deleted and only remedial (zero-level) courses be provided for students requiring pre-collegiate instruction. They will re-structure the courses to meet the academic needs.

Student success in remedial courses is based on the assumption that students complete the courses and earn a grade of "C" or better. The percentage of students successfully completing remedial courses in 1998-99 remained consistent with 1994-1997. Students success in college-level courses is determined by tracking student performance in general education courses common to all students. Comparisons with the fall 1993 cohort show that students who successfully completed remedial courses fared better in their college-level courses than 1993 freshmen who had deficiencies.

Mid-Level Assessment

Curriculum-embedded methods that are used in all general education courses on Weatherford and Sayre campuses assess four main goals: (1) competency in written communications; (2) mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic; (3) skills in problem solving, and critical and creative thinking; and (4) understanding and competency in use of technology, computer literacy, and information systems. Faculty rely on feedback from formative methods to improve instruction and modify activities. Sharing the information with students and making the assessment part of the course requirements create an environment for meaningful student participation.

According to local assessment data, students continue to perform satisfactorily. Scores on the Collegiate Assessment of Academic Proficiency (CAAP) and the Pre-Professional Skills Test (PPST) exams compared favorably to national norms; moreover, the CAAP Critical Thinking results for 1998-99 indicated a mean score for SWOSU students of 63.7, compared to the national mean of 62.8.

The 1998-99 mid-level assessment also revealed that faculty had modified their curriculum embedded assessments. Many restated their course objectives in more measurable terms while others selected different, more meaningful measures to document student achievement. Economics course assessment data were used to develop benchmarks that allow comparisons of achievement levels among different cohorts. Objectives, in place for two years, cover essential elements of the course. The benchmarks for acceptable levels of academic achievement in each class section were equaled or exceeded during this academic year.

Program Outcomes Assessment
Outcomes assessment at SWOSU is faculty-driven. Faculty design, select, administer, and report their findings collectively to the Assessment Center by major for the associate, baccalaureate, and graduate degree programs. Faculty use all types of measures including electronic and video portfolios; focused interviews; pre/post tests; research projects; standardized tests; locally developed tests; student performance on licensure and certification exams; and evaluation of entry-year teaching, clinicals and internships.

For fall 1998 and spring 1999, mean scores on the Major Field Achievement Test for Biology rated four to eight points below the national averages. Computer science majors prepare electronic portfolios for assessment of the major. Analyses of the portfolios indicate little change in student performance from previous terms. Employers of graduates report that SWOSU's graduates are well prepared for entry-level computer programming.

All medical laboratory technician graduates earned passing scores on the American Society of Clinical Pathologists (ASCP) certification exam. Fifty percent of the 1998 physical therapist assistant graduates passed the State Board Exams. All occupational therapy assistant graduates passed the National Board for Certification in Occupational Therapy exams.

Health information management pass rates on the national certification exam rose from 92 percent during previous years to 100 percent for1998-99.

Radiologic technology graduates earned an 86 percent pass rate on the American Registry of Radiologic Technology Exam.

The Language Arts Department formed an assessment committee to revamp the assessment process in both the general education courses and the degree programs. The committee plans to emphasize development of curriculum embedded methods for all major fields. Implementation of the new program will begin during the 1999-00 school year.

Assessment data indicate that the addition of a course in the use of technology in learning and teaching mathematics has been beneficial to mathematics majors. This course was added because previous data had indicated a need in this area.

Psychology majors who complete the degree program sit for both pre/post achievement exams. All majors' scores indicated significant value added to their knowledge base.

The social work degree program utilizes multiple measures to provide a multi-dimensional assessment of the program and student achievement. Students compare well with their peers nationally on the Area Concentration Achievement Test (ACAT), and three scored above the 90th percentile.

Criminal justice majors performed exceedingly well on the ACAT in research methods, but not as well in content areas of criminal law and legal aspects.

Pharmacy graduates continue to perform well on the national licensure exam. Their scores during 1998-99 resulted in a 91 percent pass rate, compared to a national average of 85 percent.

Medical Technology graduates have had a pass rate of 100% for the past 28 years on the American Society for Clinical Pathologists (ASCP) certification exam.

Nursing graduates earned the highest pass rate in several years on the National Council Licensure Examination (NCLEX). Formative assessment is utilized throughout the program of study. Predictor exams identify students who need additional assistance. The assistance is provided primarily through the assignment of tutorials which have shown to be beneficial aids to student success.

The School of Business utilizes quantitative and qualitative assessment measures for degree program assessment. Faculty formalized their assessment plans and are currently revising their qualitative instruments. Students' scores on the MFAT indicate little variation from the previous administrations. The group mean is above the 50th percentile.

Outcomes assessments reflect the levels of student achievement taking place. Examples include SWOSU students' excellent pass rates on licensure and certification exams. In most instances, the pass rates exceed state, regional, or national rates.

Several degree programs utilize standardized exams for external measures of academic achievement. Students' scores on nationally normed exams help determine needed curricular revisions. Pharmacy graduates are an excellent example of health related graduates who excel on registry exams. During this academic year, graduates of SWOSU earned a 91 percent pass rate on the North American Pharmacist Licensure Examination (NAPLEX), whereas the national average was 85 percent.

Student Satisfaction Assessment

Instructional quality and university services were assessed using the Senior Survey, Student Satisfaction Survey (Sayre Campus), Graduate Recipient Survey, and Alumni Survey. Additionally, some degree programs administered specialized surveys and focus group interviews.

Results showed that SWOSU students continue to rank their academic preparation and opportunities for various types of participation as very satisfactory. Very little variation has occurred on these items during the last six years. Likewise, student ratings of satisfaction with grounds and buildings were high at both campuses.

A significant improvement in student satisfaction with academic advisement was noted. A campus-wide focus on activities to improve advisement was initiated at the beginning of the academic year. Faculty conducted seminars and workshops which apparently had a positive effect, according to data from satisfaction surveys. Responses in the 'satisfied' categories increased 16 percent from the previous year's ratings.

Another area which showed improvement was career and placement service. Expanded offerings and communication efforts resulted in greater amounts of student participation and satisfaction.

Graduate Assessment

At SWOSU, all graduate students participated in assessment. Results from 1998-99 compared favorably with data from previous years. Students performed well, as indicated by results from clinical and internship evaluations, research projects, and comprehensive exam scores. The employment rate for graduates met or exceeded previous rates for the majors. Due to changes occurring externally for licensure and certification for graduates, assessment goals and methods are being revised.

Rogers State University

The new mission of Rogers State University (RSU) explicitly commits the institution to excellence in teaching and student service. To that end, the university understands that excellence in education can only be accomplished through thoughtful, vigorous assessment of student academic achievement, which serves to improve learning, teaching, strategic planning, and institutional effectiveness as evidenced by the commitment of effective and efficient resource allocation. Therefore, RSU is committed to assessment as a means to revitalize the institution and to gather useful information to assist the institution in making informed decisions.

To facilitate assessment activities and to provide a central point of data collection and dissemination, the Office of Institutional Research and Planning was established in July 1999. The Director of this office implemented a reporting structure standardizing the format used to report undergraduate achievement and satisfaction. That reporting structure is based on the four annual reporting components required by the State Regents which are consistent with the NCA recommendations for academic assessment reports. This structure will assist faculty in gathering and reporting information useful for maximizing student success on an annual, cyclic basis. The content, which faculty members select to write about inside of the reporting structure, will undergo revisions along with the changing needs and expectations of student groups and RSU. All academic departments were requested to submit assessment results, which respond to the State Regents and NCA reporting requirements, to the Director of Institutional Research and Planning for the 1998-99 academic year.

Entry-Level Assessment

The purpose of entry-level assessment at RSU is to assist admissions counselors and faculty members in guiding students toward the best possible chance of success. Entering students are afforded several opportunities to show proficiency as defined by the institution's entry-level assessment policy. Though the entry-level assessment process has been successful, recommendations leading to improved student achievement outcomes will be implemented during the 1999-00 academic year.

All students entering RSU for the first time are required to participate in entry-level assessment. Students under 21 years of age must present ACT scores before enrolling. Students with insufficient ACT scores may also take the ACT Computer Adaptive Placement and Support System (COMPASS) test. Students 21 years of age and older may participate in either the ACT or the COMPASS test.

During fall 1997, the adult waiver policy was implemented at RSU. Adult students may, by using a waiver, enroll in college-level courses without completing remedial courses. During summer 1998, 30 adult students waived courses. Of these, 47 percent received a grade of "D" or better. In fall 1998, 82 adult students waived courses. Forty-five percent of these students received a grade of "D" or better.

Of the 971 fall 1998 first-time freshmen, 403 (42 percent) enrolled in remedial courses: 323 (34 percent) in mathematics, 276 (28 percent) in reading, 40 (4 percent) in science, and 4 (1 percent) in English. There were 414 first-time freshmen with at least one ACT subject score less than 19.

Mid-Level Assessment

RSU is in the planning phase of developing and implementing baccalaureate degree proposals and, therefore, has not developed a comprehensive mid-level assessment process. Consequently, in accordance with the State Regents' June 1996 policy statement on community colleges' use of program outcomes in place of mid-level assessment of students, RSU relied on program outcomes for planning, evaluation, and improvement.

Program Outcomes Assessment

Faculty is charged with developing, implementing, reporting, and revising outcome assessment plans for each program major. Outcomes assessment plans incorporate a variety of measures including competency testing, portfolios, capstone courses, student surveys, employer surveys, certification testing, and employer information. The conceptual framework of each program outcomes plan is based on: (1) mission, (2) curriculum design emphasizing teaching and learning, (3) assessment of program goals and objectives, (4) evaluation of assessment data, and (5) program improvement.

The Health Sciences Division used a graduating senior survey, an alumni survey, and retention rates as program outcomes assessment. In 1999, 100 percent of the students surveyed agreed or strongly agreed that they had achieved competency in the areas of "being a provider of care," "a manager of care," and a "member within the discipline of nursing." Also, 100 percent agreed that they were competent in critical thinking and communication skills. Students in the nursing program had a pass rate of 83 percent on the National Council Licensing Exam for Registered Nurses. The paramedic program had a 1999 pass rate of 70 percent on the National Registry Exam.

Student Satisfaction Assessment

Each spring, RSU administers the ACT Student Opinion Survey (SOS) to random groups of students on the Claremore, Pryor, and Bartlesville campuses. Survey results showed that 70 percent of the 459 students surveyed indicated that they would attend RSU again. Results of the survey will be distributed to standing committees composed of faculty, staff, and students representatives. These committees will review the SOS and will make recommendations for improvement of services.

The SOS indicated that students attending the Pryor and Bartlesville campuses preferred the evening classes more often than did the Claremore students. The top four reasons for selecting RSU were course offerings, convenience of location, low cost of attending, and the possibility of being employed while taking courses.

Cameron University

A primary aim of the Institutional Effectiveness System (IES) is to assure that plans are developed based on institutional priorities as well as an annual systematic collection of data. An additional goal is to assure that the budget development procedure includes consideration of both the annual plans and the evaluative data upon which those plans are based.

The total IES is composed of a set of annual cycles and cycles which occur less often. Annual IES activities include program assessment, development of the Institutional Accountability Report, the development of the Institutional Vision Statement, development of the Academic Plan and development of the institutional budget. Cycles which support the system but which are not on an annual schedule are the quinquennial program reviews and periodic mission reviews.

Entry-Level Assessment

For 1998-99, 2,214 new students, including transfer students, were evaluated for curricular and performance deficiencies; 137 students had curricular deficiencies. Performance deficiencies are determined by applying either the ACT definition (below 19) to students younger than 21, or the equivalent Accuplacer Computerized Placement Test (CPT) score to adults and to students who are on active-duty status with the United States Armed Forces. A total of 544 students had performance deficiencies in one or more subject categories; students had 356 deficiencies in English, 444 in mathematics, 308 in science, and 270 in reading.

CU enrolled 847 first-time freshmen during 1998-99. Of these, 398 (47 percent) enrolled in remedial coursework: 276 (33 percent) in mathematics, 69 (8 percent) in reading, and 274 (32 percent) in English. There were 289 fall first-time freshmen with at least one ACT subject score less than 19.

The pass rates for students who were enrolled in remedial courses ranged from 41 percent in EDUC 0125 (Reading) to 65 percent in Math 0115. For those students who successfully completed the remedial English courses, 71 percent earned at least a grade of "C" or higher in English Composition I. In Survey of Mathematics 81 percent and in College Algebra 72 percent of the students who successfully completed the remedial Beginning and Intermediate Algebra course earned at least a grade of "C" or higher.

Since 1993, several changes have occurred at the entry level which make longitudinal data difficult to analyze. Mandatory placement was implemented in 1994, an additional science course was required for students deficient in science beginning in 1995, and curricular changes have been implemented at the entry level in reading, mathematics, and English. However, the success rates for students at most levels in the placement system have increased steadily. Last year, for students who were placed initially in English 1113 the success rate was 70 percent and for students who were placed initially in Math 1513 the rate was 62 percent.

Mid-Level Assessment

The Institutional Assessment Committee (IAC) continued its efforts to improve and expand the mid-level assessment processes. As part of this undertaking, the committee reviewed the results of methods used to measure mid-level student outcomes. The inclusion of mid-level assessment into the existing course structure substantially increased student participation. With departmental cooperation, faculty members now administer the assessment tools during regularly-scheduled classes. Measurements for mathematics skills were taken in the College Algebra course, writing skills in the English Composition II course, and speaking skills in the Speech course.

The ACT Collegiate Assessment of Academic Proficiency (CAAP) writing skills essay form and the CAAP mathematics skills test are used to assess students. CAAP Critical Thinking Examinations are used to measure critical thinking skills by sampling the student population in political science courses.

Through the application of a nationally developed and locally modified rating system, IAC implemented assessment of effective speaking. The Communications Department faculty worked with the IAC to conduct the assessment of relevant general education objectives in their Fundamentals of Speech classes.

As in the case of entry-level data analysis, longitudinal data for mid-level assessment cannot be interpreted easily because of placement and curricular changes; however, for 1998-99 the mean score on the CAAP Essay Writing exam was the same as the national mean (3.2) and the mean score (57.5) on the CAAP Mathematics Exam was slightly below the national mean (57.9). It is worth noting that a score of 57 is at the 45th percentile at the national level and a score of 58 is at the 58th percentile, so that Cameron's mean score of (57.5) is only slightly below the 50th percentile.

There are no national norms for the speech assessment. Data collected in that activity will be used as a benchmark for comparison in future years.

Program Outcomes Assessment

The vehicle for translating data into actions to improve the quality of educational programs and services at CU is the compilation of the Program Quality Improvement Reports (PQIR). Each report includes a statement of the objectives which were assessed, the means by which they were assessed, the outcomes data, an analysis of the data, and recommendations for changes based on the analysis. PQIRs are developed at the departmental level for both the academic programs and student affairs. They are reviewed at each of the levels in the administrative hierarchy and collaboratively revised as necessary. The administrative analysis also initiates the process of determining which resources will be required to effect the proposed changes. That information becomes a key ingredient in the planning and budgeting process for the following year. The final PQIRs is published and distributed throughout the university to allow all departments to share information on effective assessment means and ideas for improving student outcomes.

The academic departments have defined program objectives and their relationship to CU's mission. These definitions are then translated to assessment activities and measurements. Undergraduate programs in 37 majors or concentrations were reviewed. All 37 programs/concentrations were developing new assessment measures, had increased the number of assessment measures, or had made changes in the types of assessment measurement employed.

A total of 29 programs conducted outcomes assessment activities during 1998-99. The total number of students who participated was 1,531 or an average of about 53 per program. The range was from one student in the B. S. in Natural Science program to 182 students in the B.S. in Psychology program. Two programs in music and two in business were merged for assessment purposes. Two programs in MultiMedia Design were too new for meaningful assessment data to be collected and three other programs have failed to implement successful assessment programs. As a result of program outcomes assessment, CU will continue to emphasize achieving program improvements, supporting development of valid local direct measurement tools, and continuing assessment training of support staff in the academic departments and schools.

Student Satisfaction Assessment

Based on student satisfaction data collected in recent years, Student Affairs was re-engineered to provide a more approachable, understandable and uncomplicated system of administrative and support services. All departments participated in the planning to insure cross-section input. A key element of the re-engineering was determining the best methods of communication between functional areas and with students and faculty.

The functional areas included in the initial re-engineering process were recruitment, admissions, orientation, enrollment, financial assistance, career exploration (selection), career development, personal counseling, multi-cultural services, disability services, discipline, student insurance, medical assistance, facility usage, student complaints and problems, residence life, student activities, ID card production, automobile registration, parking, and campus crime and other public safety functions on the campus. Particular attention was given to discovering strategies to integrate the services into an uncomplicated and easy to understand system. Services are provided in one location and as briefly as is practical. The ultimate goal is *user-friendly* service in a *one-stop shopping* format. Assessment instruments are now being refined to measure student satisfaction with the new approach.

Graduate Assessment

The Master of Arts in Teaching, CAMSTEP, program made two improvements based on assessment results. An increased focus on diversity was accomplished with guest lectures by specialists in multicultural education and learning styles. Regional professional educators provided class sessions addressing social issues facing classroom teachers.

Masters of Business Administration improvements included enhanced faculty development for distance learning. Based on the results of assessment of the weekend program, faculty and staff worked to improve the quality of the presentations and technical support of the Interactive Television courses. Students at the distance sites were positive about their increased access to higher education.

As an assessment tool, the comprehensive examination process in the MBA program has been improved. These examinations involve a case study approach. The faculty, with student involvement, made significant progress in refining this local assessment tool. This should also aid in comparing the quality of the European courses to the campus and distance learning courses.

Masters of Education program assessment is being refined and additional measurements added.

The Behavioral Science-Master of Science faculty members instituted a twelve-component improvement program. Each component of this program has a stated objective, expected outcome, and assessment measurement.

Langston University

Entry-Level Assessment

At Langston University (LU), three descriptive tests of basic skills are used for entry-level assessment and course placement of first-time freshmen. During spring 1999, the Assessment and General Education Committee reviewed and approved the addition of a writing sample to entry-level assessment. This addition is consistent with recommendations made by the North Central Association of Colleges and Schools during their last accreditation visit. The implementation date for this component is fall 1999.

During fall 1998, descriptive tests of basic skills were used to assess freshmen skills in English and mathematics. The Nelson-Denny Reading test was used to assess reading skills. The three tests were administered in a large classroom setting. Three testing sessions per day were scheduled during the fall registration period.

For fall 1998, freshmen students had a mean score of 10.8 on the Nelson-Denny Reading Test compared to a mean score of 11 for fall 1997. For fall 1998, the mean score in mathematics was 14.6 and in English it was 21.9. The scores show very slight differences in comparison to fall 1997 scores on these same subject tests. Of the 521 fall 1998 first-time freshmen, 401 (77 percent) enrolled in a remedial course: 360 (69 percent) in mathematics, 181 (35 percent) in English, 148 (28 percent) in science, and 25 (5 percent) in reading. There were 203 first-time freshmen at LU with at least one ACT subject score less than 19.

The addition of the writing sample is expected to yield more useful information about freshman students. In the sample design, each freshman will select one of three questions on an answer sheet and write a timed response. The essay is scored on a pass/no pass basis. At least two faculty members from the English Department will read and score each exam.

To further improve services to first-time freshmen, the Assessment Committee is reviewing software programs for computerized assessment of freshmen entry-level skills. A freshman monitoring and tracking program through the Associate Degree program is fully operational. It is expected that this program will enhance retention and academic progression.

Mid-Level Assessment

Different versions of each entry-level test are used to assess value-added as a result of completing the general education core courses. These courses include English, mathematics, and reading. Used in a pre/post test design the tests have yielded very useful data.

An analysis of mid-level assessment results for 1998-99 show that the mean score for reading was 13.1, compared to a mean of 12.8 for 1997-98. In mathematics, a mean score of 19.1 compared to 18.7 for 1997-98. The mean for the English test was 24.2 compared to a mean of 23.9 for 1997-98.

The assessment results suggest that the general education core does add significant value as students progress through their curricula at LU.

Program Outcomes Assessment
Program outcomes assessment in the major yields information which can be viewed in a longitudinal context. As such, it can be used for program review and program improvement.

In the School of Education, the Teacher Education Program continues to undergo state-mandated change. In addition, the school added an education seminar focusing on study skills, test-taking enhancement, and portfolio assessment, and installed the Learning Plus Educational Software Program. Last year, an additional six hours were added in each of the following areas: mathematics, English, science, and social studies. With these changes, a positive effect on the Oklahoma Teacher Certification Examination and Educational Testing Services (ETS) Major Field Achievement Test (MFAT) in Education is expected.

In the School of Nursing, 40 of 49 (81.6 percent) graduates who completed the National Council Licensing Exam for Registered Nurses (NCLEX-RN) were successful on their first attempt. The Academic Policies and Curriculum (APC) committee of the School of Nursing is currently conducting a study of the nine graduates who were unsuccessful on the first attempt. A report will be presented to nursing faculty in December 1999. This action is being taken in an effort to preclude more serious difficulty with graduate performance on the NCLEX-RN. During the fourth semester of the program, many students used feedback from the Pre-RN examination to implement effective corrective action and successfully complete the licensure examination. Other students may not have taken sufficient steps to assure success. No instructional changes are currently planned as a result of the outcomes assessment. Faculty will continue to encourage students to prepare for the NCLEX-RN, regardless of performance on Pre-RN examination. Students who score below 58 percent will be assisted in developing more specific and rigorous remedial plans to facilitate their success. Increased institutional support will be requested to improve content area testing, academic coaching, test-taking workshops and CAI programs critical thinking activities. Following receipt of the APC study, appropriate changes will be implemented. It should be noted that concerns about first-time pass rates are being expressed throughout the state and LU's current pass rates are at an acceptable level.

All students enrolled in the Physical Therapy program mastered the 36 skills in the Blue Mastery and Assessment of Clinical Skills (MACS). The MACS is utilized during the 15-week student internship to determine if the student has mastered the clinical skills needed by entry-level physical therapists. LU students continue to perform well in clinical settings. They were able to master all required clinical skills within the time frame allowed. All of the 1998 graduates took the licensure examination. During 1998-99, a total of 22 candidates took the examination for the first time, and 64 percent were successful. Students were asked to give input regarding areas in which they felt strengths and weaknesses.

In the School of Business, 51 business majors were tested during spring 1999. The ETS Core Business Test was the instrument used. The mean score for LU Business students was 142.2. School of Business faculty are reviewing subject score results of this test to enhance the core curriculum, particularly in the areas of economics, finance, accounting, and legal and social environment. A committee was established by the Dean to study and redesign the core curriculum to strengthen it. A preliminary report has been prepared and circulated. A proposal for strengthening the International Dimension of Business program has already been developed and is now before the academic affairs committee for approval. In the redesign of the core curriculum, the committee has taken steps to strengthen its Quantitative Business Analysis dimension. That content will be increased and the development of pedagogical strategies for its transmission is a top priority.

In the School of Arts and Sciences, the scores for 1997-98 participants were used as indicators to enable the biology faculty to identify weak spots and improve teaching. At the beginning of fall 1998, the faculty updated the syllabi to reflect new knowledge and instructional techniques. The faculty discussed test-taking skills with students and designed tests to emphasize the development of critical thinking skills. In addition, faculty members were available to assist students with tutoring when needed.

Faculty discussed instructional techniques to encourage and develop critical thinking skills. Computer programs and other instructional materials were ordered. These programs and materials, when available to students, should permit them to gain knowledge more easily.

Broadcast Journalism majors are required to complete the FCC License exam, a senior comprehensive exam, and a senior portfolio. Thirteen majors completed these requirements successfully. The department works closely with its students using tutoring, reading labs and writing labs as required.

During 1998-99, six students were tested in Sociology, four of whom scored above the required cutscore of 140 points set by the department. The test scores indicated that the courses offered by the department are consistent with other institutions throughout the nation.

As a result of program outcomes assessment, the Sociology Department instituted a pre-test seminar and a content validity study to ensure that the materials covered in this test are adequately addressed in the courses offered by the department. This process is intended to assist students with any deficiency. In addition, the department commenced course modifications and program review to ensure that information transmitted to the student is current and consistent with other colleges and universities throughout the state and nation.

Seven students were assessed in Human Ecology. The standardized test was representative of all areas of Home Economics (Human Ecology or Family and Consumer Science). However, one major shortcoming of test is its limited focus on specialized areas such as Nutrition and Dietetics, Early Childhood Development, and Early Childhood Education. In spite of the exam's shortcoming, the faculty deemed it the best overall exam now available for students majoring in different areas in the Department of Human Ecology, but taking common core courses. Plans to reevaluate the exam as well as the possibility of developing individual exams for each specialized area are being explored.

By incorporating more human and material resource design and management elements into the Food Service Management course, the Program Planning course, and the Display and

Demonstration Techniques course, students improved their test scores when compared to last year.

Student Satisfaction Assessment

The findings from the student perception survey administered during spring 1999 show very little difference when compared to spring 1998 survey results. Efforts are continuing to improve overall campus environment, including the following: (1) implementation of software to improve the enrollment process, requests for transcripts, grade reporting, availability of information to advisors, and other university services; (2) implementation of the Student Information System designed to handle student registration and degree planning; (3) expansion of religious activities; and (4) continued development of a system to improve the processing of student refunds and other disbursements by the Office of Financial Aid.

Graduate Student Assessment

For graduate student assessment, LU uses a combination of oral and written comprehensive examinations, portfolios, and exit examinations. Of the 15 students who took the comprehensive written examination in 1998-99, nine passed all five components of the exam; two students passed three of the five and were invited to take the oral comprehensive exam. Two Students were successful on the oral exam. The three students who were not successful in any of the five areas were given directive studies and/or research projects to prepare for another attempt at the written comprehensive exam. Nine students successfully completed the portfolio and exit components of graduate student assessment. As a result of the graduate student assessment, all masters candidates are required to take ED 5883 Education Seminar: Comprehensive Examination prior to attempting the written comprehensive exam.

University of Science and Arts Oklahoma

Entry-Level Assessment

During 1998-99, a thorough review of all placement testing in the areas of mathematics, science, and writing skills was conducted including a special study of the Computer Adaptive Placement and Support System (COMPASS) mathematics placement scores. The study resulted in revisions to test administration procedures and establishment of cutscores for three levels of remedial mathematics placement. The writing assessment was modified during fall 1999 to include the option for students to write an essay which, in conjunction with the COMPASS, is used to determine initial placement into college or remedial-level writing courses. The science test was reviewed and computerized during fall 1999 and is now being used as the standard science placement tool. Item analysis data from the science test is currently under review for possible modifications to the test items.

The ACT Collegiate Assessment of Academic Proficiency (CAAP) is one of two additional standardized assessment instruments that were administered to 321 of the 1998-99 incoming freshmen. ACT has recently implemented a "Certificate of Achievement" program for students scoring at or above the CAAP national mean. Feedback from students receiving the certificates has been very positive. The certificates are expected to increase student motivation to do well on the CAAP exams. For spring 1999 CAAP test sessions, 18 percent of the freshmen received subject area Certificates of Achievement from ACT: five students in critical thinking, three in mathematics, three in writing, three in reading, and one in science reasoning.

The Noel-Levitz College Student Inventory (CSI) is administered to incoming USAO freshmen in the Freshman Orientation course. The CSI is designed to assist institutions in the assessment of students' individual academic and personal needs. Like the two previous reporting periods, the findings indicate that while the male students can be expected to have more educational difficulties than the female students, they should be more receptive to assistance from USAO.

During 1998-99, USAO researched and prepared a Title III grant proposal for strengthening the institution. With the recent notification of the grant award, USAO is in the process of establishing an Academic Resource Center that is focused on student retention for at risk students, freshmen, and transfer students. The revised Freshman Orientation course will be piloted during spring 2000. The new course, designated the Freshman Seminar, will focus on building student study skills, fostering a learning community environment, and introducing interdisciplinary learning skills designed to enhance student academic success.

Mid-Level Assessment

During the 1998-99 academic year, 168 juniors were tested with one of the five CAAP subject exams. Those who had participated in the CAAP testing program as USAO freshmen completed the CAAP exam for the same content area assessed as a freshman. The remaining juniors were randomly assigned to complete one subject area test. ACT Certificates of Achievement were awarded to 41 percent of the juniors who completed the CAAP exam in the spring 1999 trimester. In this group, 23 percent of the certificates were awarded in writing, 23 percent in reading, 21 percent in mathematics, 18 percent in critical thinking, and 15 percent in science reasoning.

The USAO Office of Assessment & Accountability is currently reviewing the mid-level assessment process. At USAO, the Interdisciplinary Studies core curriculum begins in the freshman year and continues throughout the senior year; therefore, changes in the CAAP scores from the freshman to the rising junior level are due to the influence of the general education curriculum.

Program Outcomes Assessment

Art and Humanities

The Art faculty reviews each of the graduate portfolios and assesses performance in three categories: fundamental skills, academic presentation, and conceptual development. All graduates did well overall, scoring primarily in the "good" to "excellent" range in all three assessment categories.

The Communications Department revised its evaluation methods in several courses requiring more research and written planning, reporting, and analysis. The department revised a senior-level course to include weekly written progress reports, a written self-evaluation of what the student feels he/she has learned based on a review of the major courses, a written "senior statement" about career and personal goals, and a master résumé.

The 1998-99 graduating seniors scored higher on the major field exam than in the past, which suggests that the exit exams are being taken more seriously. Areas where test performance consistently indicates weaknesses will be addressed current and planned classes, such as 20th century British literature and 19th century American poetry.

Business and Social Sciences

During spring 1999, the exit exam for the Business Department was computerized via the Logic Extension Resources (LXR) Test software. Eleven students graduating in spring 1999 completed the paper exam and four students were administered the computerized exam. The electronic data are stored in a test database. It can be expected that the exam will be revised to reflect the recommended changes within the USAO business program.

Education

Changes were made in the Elementary Education and Early Childhood programs to provide more mathematics content and in the procedures for the development of student portfolios. The portfolio components will be evaluated by the students, by the various course instructors, by Teacher Education faculty advisor, by the Portfolio Assessment Committee, and if applicable, by the Senior Seminar instructor.

During 1998-99, the Education Department faculty and the Director of Assessment & Accountability developed an alumni survey designed to reveal program strengths and weaknesses. In spring 2000, the education division plans to pilot the Teacher Education Preparation Survey that will include a "competency" scale and a "preparation needed" scale.

Science and Physical Education

The biology department faculty noted that students need to be more involved in conducting presentations, reading journals, attending science meetings, and with aspects such as science philosophy and science ethics. To enrich the range of student experience in these areas and to reinforce learning in the coursework, the natural sciences have initiated a Science Colloquium. All science majors are required to attend once a week throughout their educational career at USAO.

As part of the graduation requirement, the chemistry science majors must develop an exit portfolio based on their science colloquium materials. The USAO science faculty believes that the science colloquium course serves as one of the most effective methods to remedy student deficiencies, to enrich student undergraduate experiences, and to better prepare students for graduate school or the job market.

The Computer Science Department implemented a new colloquium requirement. Students are given weekly seminar topics derived from their computer science courses to better prepare them for the exit exam. Satisfactory completion of the exit exam is now a requirement of the new computer science colloquium course. This is USAO's first major move toward the exit exam pass requirement to graduate.

To improve student performance on the exit exam, the Natural Science degree now requires an additional 10 credit hours in the following areas: 3 hours of upper-level biology, 4 hours of upper-level chemistry, and 3 hours of earth science. In addition, all natural science majors must take the Science Colloquium each fall and spring trimester.

During spring 1999, the physical education exit exam was computerized, via the LXR-Test software. Online item analysis data has been gathered for the physical education majors who graduated that trimester. These students have a mean score of 57.5 percent, with a low score of 37.7 percent and a high score of 71.4 percent. USAO will continue to use the computerized version of this exit exam and will utilize the item analyses data for further development of the test and the establishment of its validity.

ACT College Outcome Measure Program (COMP) has developed a way of estimating value added from freshman to senior using a concordance table for the ACT Composite score for the senior sample. Based on seniors in the USAO sample under age 24 for whom ACT scores were available, the average total score that group would have made on the Objective Test as freshmen can be accurately estimated. This estimate can only be made for the COMP mean total score; subject scores on the COMP Objective Test cannot be so estimated. In a 1995 study of mean gains for 10,516 senior samples at 83 institutions in the 1995 senior reference group, the mean estimated COMP total raw score gain was 10.4 points. For the 77 seniors (under age 24 with ACT scores) tested in the USAO sample, the mean senior Composite Examination Total score was 181.2, and the estimated freshman mean total score was 175.6, based on a mean ACT/E score of 22.1. The USAO results for this sample thus indicate a mean gain of 5.6 raw score points. This amount of growth is lower than the 10.4 points indicated for samples by the 83 senior samples in the reference group. Among the 83 samples were 21 samples within the USAO ACT range (22.1-23.0). The range of growth for those 21 samples was from 4.6 to 13.8 points, with the average gain for the 21 samples being 9.6 points. Thus, among samples at similar entering levels of achievement, the USAO gain of 5.6 points was lower than the average.

Student Satisfaction Assessment

The fall 1997 Needs Assessment Survey provided a clear track for needed improvements at USAO that would enhance student satisfaction. Many of the high priority findings were adressed during the 1998-99 academic year. These changes include new and remodeled dormitories and a higher quality food service provider. In addition, the Student Union was remodeled to be more student friendly, with longer hours in the snack bar to accommodate student needs. The USAO library expanded its weekend access hours and is updating its computer hardware for more efficient and reliable access to electronic support materials. Additional improvements include enhanced student activities, especially in the evenings and weekends.

Oklahoma Panhandle State University

Entry-Level Assessment

Oklahoma Panhandle State University (OPSU) is one of four universities in Oklahoma that has an open enrollment policy for associate degree programs. The open enrollment policy makes the assessment of these entering students vital to ensuring proper class placement and appropriate educational assistance.

Students must take the ACT or SAT to gain entrance to OPSU. The ACT subject scores determine if the student must take remedial courses in English, mathematics, science, or reading. Entry-level course placement is determined by the Accuplacer Computerized Placement Test (CPT) results. Students under age 21 who score below 19 on English, mathematics, science, or reading are required to take the CPT in that subject area(s). First-time students, age 21 or over, are required to participate in the complete CPT battery.

Of the 228 students tested for entry-level assessment, 63 needed remedial reading, and 120 needed remediation in English and writing. The mathematics placement test identified 165 students needing a remedial mathematics course. Of the 151 students participating in the science placement test, 115 needed remediation.

Each student was then placed in the appropriate remedial course to remove his/her curricular deficiency before being allowed to enroll in college-level courses in that discipline. Of the 458 students enrolled in remedial courses in 1998-99, 333 completed the courses successfully and were then placed in appropriate college-level courses, 93 students failed the remedial course, and 5 students did not continue the enrollment process after taking the CPT tests.

Currently, OPSU is in the process of designing an appropriate system to track the progress of new students. The tracking system is expected to provide data that will be instrumental in improving the support system for students placed in remedial courses. The support system will be designed to ensure student success in the college environment. Due to the high percentage of students having to take remedial courses each year, this tracking system should serve as a much needed data source to provide the information needed to design a positive and effective support system for these students.

Mid-Level Assessment

In 1998-99 the mid-level assessment was conducted through a general education survey and various program assessment tools. These assessment tools included portfolio assessments, recitals, program exams, oral presentations, and other diagnostic tools, and provided instructors with feedback as to how well the students are achieving the desired academic goals. Through this qualitative assessment, faculty are quickly and clearly able to determine student knowledge and competency.

The general education survey, which targets student opinion, indicated positive student attitudes about their general education at the university. This assessment tool has been utilized over the past two years and has been found to be extremely helpful in targeting specific areas needing improvement. This assessment, coupled with an analysis of the student skills assessment, has resulted in each program discussing and implementing both annual and mid-semester programmatic changes.

At this time, a committee is investigating another mid-level assessment tool that will measure student ability in specific areas, such as mathematics, writing, reading, and critical thinking. This tool will be a standardized instrument such as the ACT Collegiate Assessment of Academic Proficiency (CAAP). More data can be obtained through implementing this standardized assessment tool, and together with the other assessment tools already in place, a clear mid-level assessment of students in the university will be collected.

Program Outcomes Assessment

Each department on campus has its own method of assessing its graduates. The most common methods are certification exams, in-house exit exams, portfolios, recitals, job placement, employment history, major exams, and interviews.

The School of Agriculture reviews feedback from students and faculty, outside constituencies, and internal administration, then makes recommendations regarding changes in courses and curriculum. Changes in the curriculum and subject matter may result in additional classes being offered to reflect student and employer needs; syllabi reflect these changes.

The School of Business and Technology examines and updates its academic program based on recommendations from the Business and Technology Advisory Committee. Results of a 1997-98 needs study were sent to the administration. Recent changes include all students being required to take 20 hours of basic core courses, all courses and labs having continual interaction between students, and new equipment being added.

In July 1999, the National League for Nursing granted a full five-year initial accreditation to the Nursing Program, a new program in the School of Science and Mathematics. Program changes are being implemented in the following areas: revising the program mission, philosophy, goals, and outcomes; adding five credits to the curriculum; adding elective courses; developing alumni and employer surveys; examining alternative methods for granting credit for prior learning; and accessing new library databases. The Bachelor of Science in Nursing is another new program at OPSU. It serves the public by educating professionals in the field of medicine in the panhandle.

The School of Education assessment relies primarily on student teaching performance, cumulative GPA, and certification testing. During 1998-99, 61 percent of the teacher candidates passed the Oklahoma Teacher Certification Examination (OTCE) for Elementary Education, and 100 percent passed the OTCE for Health, Physical Education, and Recreation (HPER). Throughout the 1998-99 school year, the Education Department conducted a program review that has brought about extensive changes. The required course work for an Elementary Education degree is now aligned with the competencies from both the Oklahoma Commission for Teacher Preparation (OCTP) and the Association for Childhood Strategies and Assessment Methodology. The required course work for a HPER Education degree is now aligned with the competencies from both the Oklahoma Commission for Teacher Preparation (OCTP) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

English Department graduates demonstrated proficiency in research, literary analysis, and critical thinking. Assessments indicated that students needed to improve their use of standard written English; therefore, more writing opportunities will be provided.

Student Satisfaction Assessment

OPSU uses three different surveys to assess student satisfaction. The Entering Student Survey (ESS) is given to freshmen, the Graduating Student Survey (GSS) to graduating students, and the Withdrawing Student Survey (WSS) to withdrawing students. These surveys provide the information necessary to improve student services including financial aid, parking, housing, social service, and other areas. Data from all three student surveys indicated an overall positive attitude regarding the campus environment and the educational programming. The WSS clearly indicated finances, time, and personal reasons for withdrawal. Through examination of both the WSS and the ESS, it was evident that many of these students need extra financial support due to family background and employment status. The enrollment committee will examine these two areas and recommend support systems to help these students succeed.

OPSU is in the process of improving the ESS. Through refinement of the survey, it is hoped that additional data that will provide more direction in providing better services to meet the OPSU students' academic, social, and personal needs can be collected and analyzed.

Of the 83 students who completed the ESS, 77 percent were single, approximately half of the students came from families with parents with a high school education, the majority were between the ages of 18 and 22, and 90 percent were Caucasian. It also indicated that 40 percent of the students had full-time jobs, and 27 percent worked part-time. The 1998 data indicated 93 percent student satisfaction with the education they received at OPSU. This survey has indicated very high student satisfaction with the educational programming over the past four years, always over 90 percent. There were three areas that indicated a need for examination and improvement: 1) Student Services, 2) Counseling Services, and 3) the Student Handbook. These will be studied and improved over the next year.

Carl Albert State College

In July 1991, Carl Albert State College (CASC) established an Assessment Committee. CASC's first assessment plan draft was submitted to the State Regents in December 1991. In January 1993, the CASC Assessment Plan became fully operational. The Assessment Committee, with a membership that represents a cross-section of faculty and professional staff, continues to guide the assessment process. The Assessment Coordinator, who reports to the Senior Vice President for Academic Affairs, is charged with chairing the committee; overseeing of the plan; collecting and storing data; and reporting assessment results to students, personnel, governing bodies, and accrediting agencies.

Entry-Level Assessment

The purposes of entry-level assessment and placement are to emphasize academic advisement, counseling, career guidance, and provide sound remedial education programs for those students who lack basic academic skills. Retention is a natural by-product of this effort.

Traditional students (age 20 or younger) are required to participate in the ACT assessment, either national or residual. Traditional students scoring below 19 on any of the four ACT subject tests are required to either participate in secondary placement testing through the Accuplacer Computerized Placement Test (CPT) or enroll in the corresponding remedial courses. Students who do not pass secondary testing are required to enroll in the corresponding remedial courses.

Non-traditional students (age 21 or older) are required to participate in the CPT or the ACT assessment prior to enrollment. Those students who score below 19 on an ACT subject test or below the CPT cutscore are advised to enroll in the corresponding remedial courses, but are not required to do so.

Of the 637 fall 1998 first-time freshmen, 227 (36 percent) enrolled in remedial courses: 209 (33 percent) in mathematics, 67 (11 percent) in English, and 39 (6 percent) in science. There were 234 first-time freshmen with at least one ACT subject score less than 19.

CASC also offers orientation classes, tutoring programs, remedial courses, and computer-assisted instruction programs. CASC collects appropriate data from all entry-level areas and tracks the progress of remedial students. Student progress in remedial English and mathematics is tracked through student records analysis. Of the 73 students enrolled in remedial English in 1998-99, 79 percent passed the course. Remedial mathematics (MATH 0113) had 83 students enrolled, and 64 percent passed the course. Intermediate Algebra (MATH 0123) had 190 students enrolled during 1998-99, and 82 percent passed.

Mid-Level Assessment

Mid-level assessment is used to assess the effectiveness of CASC academic programs; to provide general education curriculum for all students; to provide an appreciation for human values and ethics in the global society by encouraging all students to be responsible and effective citizens; and to provide an assessment approach that involves the entire college experience to ensure that students are prepared to meet their goals.

Mid-level assessment serves as a tool to evaluate the acquisition of knowledge and the use and application of analytical thinking as acquired through the general education curriculum. CASC's mid-level assessment focus is academic, targeting the assessment of selected general education skills typically attained in the first two years of college. The instrument used for mid-level assessment is the ACT Collegiate Assessment of Academic Proficiency (CAAP). ACT provides CASC with national comparison data and frequency distribution charts. For 1998-99, the CASC mean scores in all modules of the CAAP were slightly below national mean scores. CASC's scores were: 61.5 in writing skills, 55.0 in mathematics, 60.2 in reading skills, 60.2 in critical thinking, and 58.0 in science reasoning.

Program Outcomes Assessment

The purposes of program outcomes assessment are to provide up-to-date technical and occupational training programs; to provide education in several disciplines of university-parallel study for those students who transfer to a four-year institution and complete a bachelor's degree; to provide an appreciation of the fine and liberal arts, letters, sciences, and social institutions; and to improve curriculum and instruction. Additional benefits have been strengthened recruitment and retention efforts; increased cost-effectiveness; and providing a context for planning and meeting accreditation requirements at all levels.

Program outcomes assessment tools include the ACT Collegiate Assessment of Academic Proficiency (CAAP), state board exams in allied health fields, post-transfer GPA comparison and a variety of faculty-selected instruments. Post-transfer GPA data are generated by the institutional research offices of the Oklahoma regional colleges and flagship universities, making it possible to compare performance as students transfer from one state system institution to another. Traditionally, students transferring from junior colleges experience a temporary drop in their GPA. CASC students experienced drops in GPA ranging from .17 points to .71 points.

After review of the program outcomes assessment data, the following recommendations were made: introduce a new capstone course in spring 2000 that would provide an opportunity for more varied program outcome measure, use sampling techniques where feasible throughout the assessment program, and provide comprehensive training in advisement to all faculty and staff.

Student Satisfaction Assessment

Student satisfaction assessment is used to emphasize academic advisement, counseling, career guidance, and retention. This assessment assists institution-wide planning, cooperation, and communication, and prepares students for success upon transfer to a baccalaureate degree-granting institution. CASC conducts student satisfaction assessment to determine present and former students' opinions and perceptions of CASC's services and campus environment. Data play an important role in planning, decision-making, and change. CASC believes that this information has been vital to its successful recruitment and retention efforts.

Student satisfaction is measured through the ACT Student Opinion Survey (SOS) for two-year colleges and several locally developed instruments. CASC also attempts to survey alumni under the aegis of the CASC Alumni Association.

SOS results analysis showed that generally students were very pleased with their CASC experience. Eighty-five percent ranked their overall impression of quality of education as either "good" or "excellent." Students were especially pleased with the services provided by the Kiddie Kampus Day Care, computer services, personal counseling, student health services, and the library and learning resources center. The lowest rankings were for cafeteria/food services, veteran's services, orientation program, job placement, and parking facilities. Students also ranked teacher's attitudes, class size, quality of instruction, and availability of instructors high. Students indicated lower satisfaction with the bookstore, availability of student housing, and student fees.

Connors State College

Entry Level Assessment

Degree-seeking freshmen and transfer students admitted to Connors State College (CSC) with less than 30 earned credits complete the entry-level assessment process. Students are assessed in English, mathematics, reading, and science. High school transcripts and ACT subject scores provide the basis for the initial assessment and the Accuplacer Computerized Placement Test (CPT) is utilized as secondary assessment.

In 1998-99, 816 students were assessed; 536 students were required to provide ACT scores. Subject scores of 19 or greater were reported for 211 (39 percent) students in English, 159 (30 percent) students in mathematics, 277 (53 percent) students in reading, and 252 (48 percent) students in science. Of the 674 students referred for secondary assessment, 218 (33 percent) students scored high enough on the CPT Sentence Skills test to be placed in college-level English, 29 (5 percent) students scored at an appropriate level on the CPT Elementary Algebra test to be enrolled in college-level mathematics, and 72 (11 percent) students scored at a level on the CPT Reading Comprehension and/or Elementary Algebra test(s) to be enrolled in college level science. Overall, 24 percent of new freshmen and transfer students were placed in a remedial reading course, 38 percent were placed in a remedial English course, 73 percent were placed in a remedial mathematics course, and 65 percent were placed in a remedial science course. Of the 629 fall 1998 first-time freshmen, 345 (55 percent) enrolled in remedial coursework: 412 (66 percent) in mathematics, 263 (42 percent) in English, and 173 (28 percent) in science. CSC had 290 first-time freshmen with at least one ACT subject score less than 19. The remedial mathematics students were placed in the following courses: Basic Math (Math 0013) – 341 (57 percent) students, Elementary Algebra (Math 0113) – 190 (32 percent) students, and Intermediate Algebra (Math 0123) – 68 (11 percent) students.

Mathematics Department data suggested that students earning a grade of 80 or above in the remedial courses have the best chance of success in the college level math courses. Students scoring between 70 and 80 in the remedial courses can succeed, but may need additional tutoring and mentoring to ensure success.

Mid-Level Assessment

All graduating sophomores are required to participate in mid-level assessment at CSC. In fall and spring of 1998-99, CSC assessed graduating sophomores in the following areas: critical thinking, mathematics, reading, and writing. Standardized instruments utilized were the ACT Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test and the Nelson Denny Reading Test. Competency in mathematics was assessed by the student's final grade in a college-level mathematics course, and competency in writing was assessed by the student's score on a departmentally-designed essay.

During 1998-99, a total of 257 students participated in mid-level assessment; approximately 68 percent of which stated they gave moderate to maximum effort on the tests. Reading assessment indicated that over 65 percent of the students were able to comprehend what they had read at a college sophomore level; 47 percent of the group had a reading comprehension level of college junior or above and over one-fifth of participants were reading and comprehending at the graduate level. Approximately 69 percent of students' writing samples were competent or higher, and almost 89 percent of students enrolled in college level math earned a grade of "C" or better indicating competency in mathematics. Eighty-one percent scored within one standard deviation of the national mean on the CAAP Critical Thinking Test.

The large number of students showing competency in mathematics is indicative of a successful remedial mathematics program, especially considering that over 70 percent of entering freshmen and transfer students at CSC were required to complete remedial mathematics courses. Both the number of students reading at or above grade level and the number of students scoring within one standard deviation of the national norm on the critical thinking test increased in 1998-99, indicating that the general education curriculum is having a positive impact on these skill areas.

Writing competencies were down in 1998-99. The Institutional Assessment Committee will collaborate with division chairpersons in 1999-00 to discuss strategies to improve writing skills across the curriculum. Additionally, a more standardized method of assessing competency in mathematics will be a primary concern of the Institutional Assessment Committee in 1999-00.

Program Outcomes Assessment

The Nursing Department and Child Development Department conducted outcomes assessments for graduating sophomores using licensure/certification exams. The data collected are used to determine strengths and weaknesses in these areas and for overall program improvement.

As a result of the nursing program outcomes assessment, CSC added a second entry point to the Nursing Program in January 1999. CSC still accepts 60 applicants each academic year, but acceptance into the program is now divided: thirty students in the fall at the Warner campus and 30 students in the spring at the Muskogee branch campus. The second entry will better serve students' needs by reducing student-teacher ratio and better serve the needs of the students and the community by providing quality registered nurses twice a year.

In April 1999, a new childcare facility was opened at the Muskogee branch providing a laboratory for child development students. This facility serves the needs of the child development students by providing additional laboratory space, by reducing the commuting distance for students, and by providing an opportunity for classes to be added to the program.

Student Satisfaction Assessment

CSC assessed student satisfaction in 1998-99 utilizing three institutionally designed surveys: Student Satisfaction Survey, Alumni Satisfaction Survey, and Student Withdrawal/Transfer Survey.

The Student Satisfaction Survey was administered to 257 students during mid-level assessment. The results indicated that 95 percent of the respondents were satisfied with CSC, 92 percent felt they had achieved their academic goals, and over 90 percent felt they had developed good communication and critical thinking skills while at CSC.

The Alumni Satisfaction Survey was mailed to 225 graduates with 35 students responding. One hundred percent of the respondents were satisfied with CSC, 97 percent had achieved their academic goals; and 95 percent stated their experience at CSC prepared them for transition to a four-year institution.

The Student Withdrawal/Transfer survey was administered to 169 students at the time of withdrawal from CSC. The top reasons cited for withdrawing during the 1998-99 academic year were health problems (30 percent), unexpected expenses (30 percent), and family responsibilities (28 percent).

CSC received student transfer tracking reports from three four-year institutions during 1998-99. GPA tracking data continued to reveal that students transferring from CSC with less than 30 hours suffer a larger grade point shock (down approximately .5) than those transferring with 30 or more hours (down approximately .25 for 30-60 hours and about the same GPA for students transferring with an Associate Degree). Students transferring more than 30 hours generally improve in GPA after the first-semester transfer shock.

Based on the results of the student surveys, CSC met the academic needs of the students in the 1998-99 academic year. Goals for the 1999-00 year will be improved quality of student activities provided, improved food quality and service, and collaboration with business and industry to meet the needs of the workforce.

Eastern Oklahoma State College

Entry-Level Assessment

Entry-level student assessment at Eastern Oklahoma State College (EOSC) applies to both transferring students and first-time entering freshmen. The primary methods of entry-level assessment are ACT scores and the Computer-Adaptive Placement Assessment and Support System (COMPASS). All instruments are products of the American College Testing (ACT) program. Students with ACT scores are assessed based on those scores using the mandated cutscore of 19 on each ACT subject test. Students who score below 19 are required to take the COMPASS for course placement or enroll in remedial courses. In 1998-99, 659 students were assessed using the COMPASS. Of the 595 fall 1998 first-time freshmen, 225 (38 percent) enrolled in remedial courses: 175 (29 percent) in mathematics, and 121 (20 percent) in English. There were 241 first-time freshmen with at least one ACT subject score less than 19.

Of students tested in COMPASS writing skills, 56 percent were recommended for freshman composition (ENGL 1113) compared to 58 percent last year. Of students tested in COMPASS reading skills, 41 percent were recommended for placement into college-level science and history courses compared with 52 percent last year. Fewer than one percent of the students tested using COMPASS were ready to enroll in College Algebra (MATH 1513); this number declined from last year. The remaining 99 percent were recommended for placement into remedial mathematics courses. Approximately 90 percent of EOSC's students are identified as academically under-prepared for college. Students not placing in college-level courses are required to enroll in remedial courses conducted in the Academic Learning Center.

For the 1999-2000 academic year, remedial education curriculum changes include the restructuring of the remedial mathematics courses and the addition of a remedial science course. Remedial education students continue to receive strong support from the Student Support Services tutoring and mentoring programs, and their learning styles are being assessed by computer software to design successful remedial instruction. Evidence shows that 66 percent of the students enrolled in remedial mathematics courses and 73 percent of the students enrolled in remedial English and reading courses succeeded. The percentage of remedial students making a "C" or better in college mathematics and English after completion of the remedial course is between 80 percent and 95 percent.

Mid-Level Assessment

Mid-level assessment includes the administration of the ACT College Assessment of Academic Proficiency (CAAP) test which is required of all EOSC graduating sophomores. One of the challenges that is being addressed is how to increase student participation in mid-level assessment. The CAAP is not used as a condition for graduation, but as an evaluation of the institution's academic strengths and weaknesses. Findings are utilized for program improvements and general education curriculum development. In April 1999, the CAAP test was administered to 140 graduating sophomores, a decrease from 222 students tested last year.

CAAP writing skills test results showed that EOSC graduates scored an overall average of 61.6, which is slightly below last year's average (62.7) and the national average (62.7). A total of 82 students were tested in mathematics, scoring an average of 56.4 compared with the national average of 56.1; 139 students completed the reading portion of the CAAP testing averaging 59.9 compared to the national norm of 61.1. The critical thinking portion of the CAAP was completed by 139 students. Scores averaged 60.4, compared to national norms of 61.3. In science reasoning, 131 students were tested and scored an average of 58.1 as compare with the national average of 59. Overall results of the CAAP show that EOSC graduates perform at a proficiency level comparable to national norms. The 1998 CAAP results are not significantly different from the past four years results indicating that EOSC's general education curriculum is consistent and continues to academically prepare students for transfer to four-year institutions.

In fall 1998, the Academic Affairs Committee formed two committees to oversee the assessment process. The Reading and Writing Committee and General Education and Programs Committee will monitor the collection and evaluation of data on EOSC'S student performance. Also, a Title III Curriculum Specialist for Technical Programs has been hired to assist in gathering student data needed to evaluate and help implement effective changes to the curriculum. The Assessment Standing Committee has been requested to conduct a focus study on the alternatives to present strenuous testing schedule for the CAAP and how larger numbers of students can be motivated to take the test.

Tracking of student progress (graduation or transfer) is done in cooperation with four-year regional institutions. Students seeking employment after graduating from EOSC are tracked through the combined efforts of the Office of Placement, the Alumni Association, the Office of Research and Planning, and faculty-advisors.

Program Outcomes Assessment

Under the direction of the division chairpersons, department chairpersons assess program outcomes. Each departmental assessment plan is designed around the informational needs of the academic programs. The final reports summarize program mission and goals, populations assessed, program outcomes, student satisfaction, method of testing used, results obtained, and plans for using the results to implement program improvements. Findings in the assessment have resulted in curriculum changes and instructional changes. Better means are being implemented to insure that students retain knowledge in the core curriculum of their majors. Delivery of instruction is being evaluated through peer evaluation and student evaluation. Technology is being implemented to effectively teach students of diverse learning backgrounds and styles.

The Health, Physical Education and Recreation Department will place more emphasis on health, first aid, and CPR skills in the curriculum. Also, the department expanded the topics of weight control and nutrition in its classes. The Criminal Justice Department recommended examining the practicality of offering the Collegiate Officer Program (COP) courses via ITV. The Physics Department recommended an increased emphasis on problem-solving skills and calculus aspects of course work with more instruction and practice allowed for these topics. Many departments recognized the need to integrate the latest technology into the classroom and curriculum. Some changes with respect to technology include: upgrading hardware and software; training for instructors; and renovation of computer labs.

Student Satisfaction Assessment

Surveys to measure student satisfaction administered throughout the 1998-99 academic year include: ACT Entering Student Survey (ESS), ACT Student Opinion Survey (SOS), ACT Outcomes Survey (OS), and ACT Withdrawing/Non-returning Student Survey.

The ESS was administered to 346 students during fall 1998 orientation. Students cited location and the availability of financial aid and scholarships among the most important reasons for coming to EOSC. EOSC will continue to put its emphasis in the seven-county area that provides the greatest number of student enrollments. EOSC continues to recruit support for the development foundation which provides scholarship funds. The campus boasts that more than 95 percent of its employees make annual contributions to the scholarship foundation. The Financial Aid Office works closely with the Director of Admissions in offering workshops in financial aid procurement, since 83 percent of EOSC students receive some form of financial aid.

A total of 239 students completed the SOS during an English 1213 class period. Students ranked the following factors as their top five reasons for attending EOSC: availability of scholarships or financial aid, convenient location, good chance of personal success, low cost of attending, and offered the courses desired. These reasons are consistent with previous reports. Sixty-seven percent rated EOSC as their first choice of colleges to attend at the time of admission. When polled whether or not they would choose this college again, 72 percent stated "probably" or "definitely yes." The survey indicated a high level of satisfaction with the institution in general. Students were most satisfied with the student employment services, personal counseling services, job placement services, library/learning resources center facilities and services, and financial aid services. Sixty percent of the students reported having used the computer services with a 78 percent satisfaction rating. Sixty-one percent reported having used the library and learning resources center services with 83 percent satisfaction.

Students were least satisfied with cafeteria/food services, parking facilities, residence hall programs and services, student health services, and veteran's services. Areas of student dissatisfaction were reported to the President's Administrative Council, and the appropriate administrator has responded to the students' opinions.

The COS was completed by 197 graduating sophomores. The top five important items were acquiring knowledge and skills needed for a career; becoming competent in major field; learning to think and reason; thinking objectively about beliefs, attitudes, and values; developing problem-solving skills; and listening to and understanding what others say. Students also felt that they made progress in the same areas. More than 87 percent of respondents remained satisfied with these aspects of the college experience.

Results from the Withdrawing/Non-returning Student Survey are based on 77 surveys completed. Acceptance of a full-time job was the major reason for leaving college cited by 22 percent of the respondents. The other top reasons for leaving college are family responsibilities, health-related problems, emotional problems, wanted a break from college studies, and wanted to move or relocate. The data indicate that students left college for a wide range of reasons and four of the top five reasons were different from last year. It appears that significantly more students leave during their freshman year (64%) than during the sophomore year (32%).

Murray State College

Entry-Level Assessment

Murray State College (MSC) uses two methods to determine entry-level course placement. First, ACT scores for each student are reviewed to determine if the subject scores are 19 or above. Students with subject scores of 19 and above are considered ready for college-level course work. Students with ACT subject scores below 19 are given another opportunity to show evidence of academic preparedness through secondary assessment in that area.

For secondary placement assessment, MSC uses the ACT Assessment of Skills for Successful Entry and Transfer (ASSET). Of the 531 fall 1998 first-time freshmen, 57 percent enrolled in at least one remedial course; 276 (52 percent) in mathematics, 162 (31 percent) in English, and 15 (3 percent) in science.

The ASSET is administered twice daily during all early and regular enrollment periods at the Counseling Center. Re-testing options are only available to students with extenuating circumstances. Once students are enrolled in the appropriate courses as indicated by assessment, peer and professional tutors are available for assistance.

Student progress is tracked by the academic advisor and the Registrar's Office. At the end of every semester, academic advisors receive grade reports for their advisees that indicate student performance for both remedial and college-level courses. The academic advisor and the student then make any necessary changes to the student's class schedule for the following semester.

On a semiannual basis, the Director of Counseling reviews with remedial course instructors the effectiveness of student placement. Reports of recommended changes are submitted to the MSC Academic Council, whose membership includes deans of all academic divisions at MSC. Over one-half of the students enrolled in remedial courses in 1998-99 received a grade of "satisfactory." While a higher success rate would certainly be desirable, the placement decisions are effective in that the decisions are objectively based on the student's test scores in relation to the cutscores. The ranges of cutscores are reviewed annually. Recently the cutscore was raised on the Intermediate Algebra ASSET test. Through study of the student success rate, it was determined that students needed a higher level of knowledge in order to be successful in College Algebra.

There is on-going refinement of the curriculum based on communication between remedial course and college-level course instructors. This close communication is possible due to the size of the campus and number of MSC faculty.

Mid-Level Assessment

MSC uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) test to measure reading, writing, math, and critical thinking. The CAAP is curriculum-based so results are related to college courses. The CAAP items are drawn from the general education college materials in humanities, social and natural sciences, and mathematics.

In 1998-99, 117 students participated in the CAAP including potential 1999 spring graduates who entered MSC as first-time freshmen. These students were notified that they were required to select one of two scheduled dates to participate in the CAAP. Students were encouraged to do their best on the CAAP through two means: (1) a sense of student responsibility to MSC in that scores could impact the curriculum taught and (2) a direct benefit in that the scores could be reported to the four-year institution to which the student was transferring.

Comparisons between MSC mean scores and the national two-year mean scores revealed that MSC students scored 0.3 point below the national norm in reading; scored 0.2 point below the national norm in mathematics; 0.1 points below the national norm in critical thinking; 0.1 point below the national norm in science reasoning; and scored 0.3 point below the national norm in writing. These scores indicated that MSC students' scores were close to those at other two-year public colleges. Since the mean ACT scores for first-time students were below the national mean ACT scores by 2 points, these CAAP scores indicated success in general education outcomes.

Program Outcomes Assessment

Most of the degree programs use locally developed tests to assess student performance at the outcomes level. The one exception is the Nursing program that utilizes the National League of Nursing-Registered Nurse test. Analyses of the outcomes assessments indicated that the majority of students met the desired program proficiency. No major changes in the degree programs are planned at this time; however, each program chair annually studies the outcomes to determine if any refinement in the curriculum is necessary.

Student Satisfaction Assessment

MSC administers a locally developed questionnaire during the spring semester to measure student satisfaction and student opinions on all aspects of college life. The questionnaire was administered to 283 students from a random selection of both day and evening classes.

The results of the 1998-99 student satisfaction assessment showed that 90 percent of students rated the college's quality of instruction as satisfactory and the overall impression of courses for 89 percent of the students was favorable. Surveyed students gave high approval ratings for academic counseling, the bookstore, library, and registration. Students indicated that their major problem continues to be finances. MSC will continue to help students address their financial needs through all avenues of financial aid available and also through local scholarships.

Northeastern Oklahoma A&M College

Entry-Level Assessment

Northeastern Oklahoma A&M College (NEOAMC) uses two methods to determine entry-level student placement. First, ACT scores for each student are reviewed to determine if the cutscores are 19 or above. For students 21 years of age and older, ACT cutscores are set at 17. Of the 1,114 first-time freshmen in 1997-98, 82 percent participated in secondary placement testing. NEOAMC uses the Accuplacer Computerized Placement Tests (CPT) for secondary testing. Of the 911 fall 1998 first-time freshmen, 480 (53 percent) enrolled in remedial courses: 424 (47 percent in mathematics, 224 (25 percent) in English, 118 (13 percent) in science, and 34 (4 percent) in reading.

Students placed in remedial classes attend a lab for additional instruction. To provide continuity of instruction, both remedial classes and labs are taught by the same instructor. Student peer tutors are also available during afternoon and evening hours. A tutor is also available in the Older Wiser Learning Students (OWLS) Center for adult students during the morning and afternoon. For non-traditional students, the OWLS Center offers individualized academic instruction, peer support, and non-academic service.

The Academic Support Center (ASC) employs an academic support coordinator who supervises student progress on the center's personal computers. Within this framework, English, mathematics, and reading are given individual attention, and each discipline is supervised by the faculty member. The ASC is available to all students.

Mid-Level Assessment

Students representing a diverse cross-section of the student body were assessed at the beginning of their freshman semester (fall 1998) and at the end of their last semester of enrollment (spring 1999) using the College Base Academic Subjects Examination (BASE) and the Test of Adult Basic Education (TABE). The participants were chosen from each division and tested at the Testing Center. Value-added was determined by measuring their pre-test results against their post-test results.

During 1998-99, 293 students were administered the BASE and 40 students the TABE. NEOAMC's composite score was 256 and subject scores were 265 in mathematics, 214 in English, 244 in writing, and 250 in science.

A change for mid-level assessment has been planned for the 1999-2000 academic year. A new test has been adopted to replace the BASE for non-occupational majors. The current test is lengthy and has a low completion rate. The new assessment test, Academic Profile, meets the criteria for mid-level assessment and may be administered within one class period. In addition, the procedure for administering assessment testing in the freshmen orientation classes has been modified with the goal of improving the participation rate.

Program Outcomes Assessment
The faculty identified the competencies necessary to succeed in their programs and tracked students within each course to determine the level and number of competencies attained. This is documented and reported in NEOAMC's annual report of Carl Perkins' activities which verify these expenditures and student outcomes.

Student Satisfaction Assessment
Student satisfaction is determined by surveys given to entering students and graduates. Results are communicated to the College Cabinet and to appropriate campus committees that are assigned to investigate and develop responses to student concerns.

The ACT Entering Student Survey (ESS) was administered to 475 freshmen enrolled in fall 1998 Orientation classes. The ESS is used to track initial academic and non-academic concerns plus entering student demographic information. Areas of satisfaction included enrollment procedures, faculty, course content, advising, dorm conditions, and food quality. No major concerns were observed.

The Graduate Student Survey (GSS) was administered to 245 spring 1999 sophomore graduates. The survey is given on an individual basis and the student must finish the survey prior to receiving a graduation gown. Results from the 1999 survey revealed that satisfaction with the food service is improving. Adequate parking remains high on the list of areas needing improvement. The dissatisfaction with racial harmony remains the same as last year.

The GSS provides a reflection of areas where the institution needs improvement. These students have spent two or more years at NEO and have had time for many positive and negative experiences. This survey gives them the venue to express those opinions. The institution, in turn, is given an opportunity to act on the students' observations and improve the quality of their experiences.

Northern Oklahoma College

Entry-level Assessment

Northern Oklahoma College (NOC) uses ACT scores as the primary placement tool for entry into college-level courses. Secondary testing is conducted using the ACT Computer Adaptive Placement and Support System (COMPASS) and curricular deficiencies. Based on the ACT subject scores, 51 percent of the fall 1998 freshmen were placed into college-level English and 50 percent into college-level mathematics.

Students who did not have a 19 or higher on the ACT subject tests were tested using the COMPASS tests in writing, reading, and mathematical skills. The reading and mathematics tests were required of all pre-nursing students. Eighty-eight percent of students secondarily tested required one or more remedial courses. Of the 649 fall 1998 first-time freshmen, 361 (56 percent) enrolled in remedial coursework: 321 (49 percent) in mathematics, 154 (24 percent) in English, 82 (13 percent) in reading, and 21 (3 percent) in science.

Students enrolled in remedial math coursework were tracked from their entry into the first remedial course (Elementary Algebra) in fall 1998 to the second course (Intermediate Algebra) in spring 1999. Of the 335 students enrolled in fall 1998, 229 (68 percent) successfully completed the course; of those, 162 (71 percent) enrolled in the next course in the spring. In Elementary Algebra, 410 students (61 percent) successfully completed the course; in Intermediate Algebra, 251 students (51 percent) were successful. In English, 173 students (66 percent) completed satisfactorily while 84 students (76 percent) were successful in reading. Fifteen students (50 percent) completed remedial science.

Mid-level Assessment

In spring 1999, 374 students took the ACT Collegiate Assessment of Academic proficiency (CAAP) tests to assess general education outcomes. When NOC scores were compared to the national norm of all two-year public college sophomores, the results showed that NOC students scored above the national norm in mathematics (58.3 compared to 56.2), critical thinking (62.3 compared to 61.2), and effective writing (3.3 compared to 3.1).

Program Outcomes Assessment

During program outcomes assessment, the transfer programs were grouped into clusters for review. The assessment of these programs used results of the CAAP tests (see above results) and the success of NOC students who transferred to regional and comprehensive universities. Both measures indicated those NOC students ranked above or equal to norms.

Eight individual programs were reviewed utilizing information from course grades, student surveys, and advisory committee surveys. Most of these programs showed excellent results from both graduates and employers. The nursing program continues to document high success rates on the national exam and employer surveys. Many of these programs recommended changes directly resulting from outcomes assessment reviews. For example, business has combined degree programs to offer a program that was felt to be the most feasible for NOC given the number of graduates in these fields.

After program assessment reviews in 1997-98, a new degree program combining the Accounting Associate, Business Management, and General Business degrees was instituted. This combined program has proven to be the most feasible for NOC given the number of graduates in these fields. Three graduates of the agribusiness program continued their education and received bachelor's degrees at OSU; one entered the job market. The agriculture program had three graduates seeking bachelor's degrees and two in pre-veterinary curriculum at OSU. One graduate is continuing his education at NWOSU. In the nursing program, there is an 84 percent completion rate compared to a national rate of 70 percent. Ninety-five percent of the graduates are employed within six months of passing the national certification exam.

Special services offered to students include interactive television classes within the surrounding areas; facilitated, self-paced classes in technology and mathematics; and tutorial services in most areas of study.

Student Satisfaction Assessment

In 1998-99, students were given the ACT Student Opinion Survey (SOS) during their semester of graduation. Results indicated that NOC students gave higher satisfaction ratings to services offered at NOC than the national sample. Fifty-five percent stated that they would definitely choose NOC again as compared to the national norm of 36.3 percent. Forty-eight percent of NOC students marked "excellent" as their overall impression of educational quality compared to the national norm of 29.6 percent.

The SOS also assesses student use of various services. Most NOC students used the library/learning resources (72.5 percent), computer services (70.6 percent), academic advising (68.2 percent), and college orientation program (54.8 percent). Of the 17 services assessed, NOC results showed higher percentages of use than the national norm in 15 of the areas.

Also, NOC graduating sophomores indicated greater satisfaction in nearly every area assessed than did the national norm. The services receiving the highest satisfaction ratings include the college in general, racial harmony, the general condition and appearance of buildings and grounds, academic advising, availability of advisor, value of information given by advisor, personal counseling, financial aid services, computer services, quality of instruction in major, attitude of teaching staff to students, and class size. Services receiving the lowest satisfaction ratings include cafeteria/food services, job placement, and day care.

Oklahoma City Community College

Entry-Level Assessment

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering credit classes. Entry-level assessment includes testing, a review of high school or college grades, and interview information. The ACT and the Computer-Adaptive Placement Assessment and Support System (COMPASS) test are used to place students in appropriate classes. Students with science deficiencies take the Riverside Chemistry test for placement into college-level chemistry; the Riverside Biology test for placement into college-level biology; and a locally developed Anatomy and Physiology test for placement into college-level anatomy and physiology. Students for whom English is a second language demonstrate proficiency in English through the Test of English as a Foreign Language (TOEFL) or the Second Language English Placement (SLEP) test. Students who need to test in only one area do not have to test until they are ready to enroll in the specific class. For example, students are not required to take the mathematics assessment test until the second semester if they do not plan to take mathematics in their initial semester.

ACT results for 1998-99 are similar to previous years. In 1998-99, a total of 729 ACT test results were used for student placement. Sixty percent of the students were placed in college-level classes, slightly lower than last year (63 percent). For placement into college-level English composition classes, 56 percent of the students were able to enroll in a college-level class. During the 1998-99 school year, OCCC had 5,555 total enrollments in remedial courses. Of the 1,828 fall 1998 freshmen, 1,105 (60 percent) enrolled in remediation in 1998-99: 812 (44 percent) in mathematics; 446 (24 percent) in English; 22 (1 percent) in reading, and 14 students required remediation in science. During 1998-99, there were 592 first-time freshmen with at least one ACT subject area score less than 19.

The COMPASS was used to place students for summer 1998, fall 1998, and spring 1999. In 1998-99, 51 percent of the 617 COMPASS reading scores placed students into college-level classes. Forty-two percent of the 668 COMPASS writing test scores placed students into college-level classes requiring minimum writing. Slightly over 21 percent of the 562 students who tested for Algebra or College Algebra were placed in college-level mathematics classes.

OCCC reviews regularly the placement of students. Information for the review is obtained from faculty surveys and student course completion rates. Faculty surveys ask whether faculty members believe that each student in their classes was placed appropriately. The information from this survey is reviewed for patterns or trends. If the data reveal that more than five percent of the students are placed at the wrong level, then the cutscores are reviewed for possible adjustment. This survey is conducted once every three years, on request, or one year after a new test is implemented. Course completion rates are also reviewed on an annual basis. If there is more than a ten percent fluctuation in completion rates, then a review is begun. If the review determines that placement testing may be part of the change, then the recommendation to change placement scores will be made.

Each year, a comprehensive tracking project is completed to determine how well students perform in remedial courses and then how they perform in college-level courses after remedial courses. The progress of students who began remedial courses from 1992-93 through 1998-99 was the last study completed. Students who completed remedial writing or mathematics courses had equivalent or higher completion rates in college-level courses requiring those skills. Students who completed remedial reading courses had lower completion rates in college-level courses identified as requiring reading competency than students who were directly placed in these courses. These findings validate the entry-level assessment system and demonstrate that remedial courses are successfully preparing students to move into college-level courses.

Mid-Level Assessment

Mid-level assessment at OCCC examines the student's academic progress and learning on OCCC's general education competencies. Therefore, mid-level assessment occurs when a student has completed the required course work to meet the general education competencies. The General Education Committee identified eight general education competencies that all OCCC associate degree graduates should possess and the classes in which these competencies are taught. For a number of years, the primary measure of the general education competencies was a study which provided information on success of students after transferring. The study is planned for every three years and will be carried out in spring 2000. In the last study in FY 1996-97, a total of 574 students completed their general education competencies over the previous five years. Of this number, 283 students (49.3 percent) transferred to another state institution. The average GPA at the transfer institution was 3.21. The transfer student information is a positive indication that students who finish their general education competencies at OCCC are prepared to continue studies at other colleges and universities. The 283 students transferred to 12 four-year institutions, and their average GPA was 2.00 or higher in all cases. At 10 of the institutions, OCCC students had an average GPA of 3.00 or higher.

In spring 1999, the General Education Committee began a major project to increase the number and types of general education outcomes and their measures, as well as focusing on developing information which can be used to make curricular changes. Currently, a draft list has been developed, and the faculty is in the process of validating the list of outcomes and measures for each competency. In spring 2000, an implementation time line will be established which will allow for the systematic evaluation of all general education competencies in a timely manor. When this project is complete, it will provide a comprehensive evaluation of all general education competencies.

Program Outcomes Assessment

Each degree program is evaluated once every five years. A large portion of the evaluation assesses the performance of students who complete the program. Assessment information includes data from graduates reported in a survey one year after completing the program, results from licensure exams, transfer GPAs at other institutions, advisory committee annual reviews, and any available program-specific information.

The results of the program outcomes measures show that the programs are meeting their purposes. Graduate information was obtained from students who graduated between fall 1997 and summer 1998; information is not yet available for 1998-99 since surveys are sent out 12 to 18 months after graduation. Graduates who responded to the survey appear to be very satisfied with their training. The survey response rate needs to increase to provide more accurate individual program information for in decision making.

A number of the programs have capstone courses, which provide the student with the opportunity to combine all of the knowledge gained into a practical application. This application may be in the development of a comprehensive project or in lab or clinical experiences. The successful completion of capstone courses is an indication that the student has the knowledge and ability to be successful on the job. Eleven of the 16 programs have capstone courses. Of the students enrolled in the capstone courses, 86 to 100 percent achieved a grade of "C" or better. As an indication of future success on the job, it appears that the programs are preparing students for employment.

Licensure examinations are also an outcome measure used by programs to indicate their success. Passing a licensure exam is an indication that the graduate possesses the knowledge needed to be a successful employee. Five of the 16 programs use licensure examinations as a measure of success; four programs had a pass rate of over 90 percent, the other had a pass rate of 77 percent. Licensure information is reviewed annually, and, if areas of weakness are identified, the curriculum is adjusted.

As an additional measure of program success, external reviewers evaluate all AAS degree programs once every five years. In spring 1998, the State Regents evaluated all of OCCC's technical-occupational programs. Recommendations from this evaluation are being addressed and many have been completed.

Student Satisfaction Assessment

OCCC uses two standardized measures of student satisfaction. The first measure is the ACT Student Opinion Survey (SOS). It is administered every other year in the spring to a stratified, random sample of enrolled students. The most recent SOS was administered in spring 1998. A total of 539 students completed surveys that could be used in the study.

SOS survey results revealed that students were relatively satisfied with OCCC. When asked how satisfied they were with OCCC in general, 85 percent indicated that they were satisfied or very satisfied. In commenting on the overall quality of the education at OCCC, 84.5 percent responded it was either excellent or good. The lowest rated areas were use of the student activity fee, student employment, student involvement in policy making, industrial arts/shops facilities, and academic probation and suspension policies.

Program changes were made due to the survey results. The Student Government now meets on a regular basis with the College Planning Committee, which facilitates discussions concerning student needs and provides input to the planning process. This change has not been in place long enough to be reflected in the 1998 survey responses. In 1998, OCCC upgraded all lab areas, which has significantly increased the availability of up-to-date technology across the campus. It is anticipated that these changes will be seen in the 1999-2000 student survey. The Student Government and the Planning Committee are discussing the use of student fees.

The second standardized measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory (SII) in each class they are attending. In 1998-99, a total of 17,599 evaluation forms were processed. Results of the SII are used in instructional program reviews and as a part of faculty evaluations. Overall, students were extremely satisfied with the instructors and the instruction they received.

Oklahoma State University Technical Branch-Oklahoma City

Entry-Level Assessment

All students seeking admission to Oklahoma State University Technical Branch-Oklahoma City (OSUTB-OKC) are assessed with the ACT, the ACT Computer Adaptive Placement and Support System (COMPASS) computer placement test, or both. ACT scores in reading, English, mathematics, and science serve as the first level of assessment to determine each admitted student's readiness for college level course work.

The assessment tests are administered individually in the Assessment Center under the supervision of the Director of Assessment and Career Services. As an open door institution, all first-time degree- or certificate-seeking students are assessed before placement into credit courses. In addition, any student seeking to enroll in general education courses or courses with prerequisites are assessed. Counselors and advisors automatically review the test results during the enrollment process for the purpose of recommending course placement. Those students whose ACT scores are 19 or above on the English, mathematics and science subject tests are placed in college-level courses. Students with ACT subject scores below 19 are further evaluated. Students with scores below 19 on each subject test of the ACT, and transfer students who have not completed all the freshman required courses, are given all or part of the COMPASS if they desire to take a course in a subject in which they are deficient. Students who do not meet minimum placement criteria for college-level courses are placed into remedial courses.

Student records, including assessment reports, are available to the advisors through the computer information network administered by the computer information system. Students with scores below 19 on any ACT subject area have four options: (1) retake the ACT; (2) take the ACT residual tests; (3) take the appropriate COMPASS computer placement test, as recommended by the admission office, to demonstrate proficiency; or (4) enroll in remedial courses.

During fall 1998, 2,178 students were admitted to OSUTB-OKC. There were 1,796 ACT subject scores below 19, which necessitated additional skill development or testing using the COMPASS. For 1998-99, the COMPASS mean scores were: 75.19 in reading, 61.98 in writing, 44.83 in pre-algebra, 35.82 in intermediate algebra, 49.05 in college algebra, and 46.96 in trigonometry. Of the 737 fall 1998 first-time freshmen, 579 (79 percent) enrolled in remedial courses in 1998-99: 368 (50 percent) in mathematics, 391 (53 percent) in reading, 253 (34 percent) in English, and one student enrolled in a remedial science course.

The percentage frequency for each COMPASS module was: 70 percent in writing, 66 percent in reading, 87 percent in pre-algebra, 23 percent in intermediate algebra, 2 percent in college algebra, and 1 percent in trigonometry.

Mid-Level Assessment

The general education curriculum is designed to help students develop math, science, and communication skills; gain a sense of social, ethical, and cultural values; and appreciate the application of these values in an increasingly technological and global society. Upon completion of the general education curriculum, students should be able to demonstrate eight competencies.

OSUTB-OKC uses the Collegiate Assessment of Academic Proficiency (CAAP) as its mid-level assessment tool. In spring 1998, 125 students took the CAAP mathematics examination. OSUTB-OKC students performed above the norm in both mathematics as a whole and in the algebra subject test. When compared with the CAAP mathematics results obtained three years ago, freshmen scored in precisely the same percentile in spring 1995 and again in spring 1998 on mathematics in general (75th percentile) and on the algebra subject test (78th percentile). Sophomores tested one percentile lower (65th) for mathematics in general in spring 1998 than they did three years ago, which is not a statistically significant difference. In addition, the mathematics exam results were subdivided by teaching method: computer-mediated (using Academic Systems) versus traditional lecture. At the time the exam was administered, only one computer-mediated section of college algebra was offered with 23 students enrolled; the sample was too small to provide statistically reliable results.

In fall 1998, the 126 students who enrolled in Freshman Composition II (ENGL 1213) took the CAAP objective test on Writing Skills, which included sections on usage/mechanics and on rhetoric. The mean percentile score was 61.45, with a standard deviation of 4.7, while the mean percentile score for the national sample of 4,085 students was 61.3, with a standard deviation of 4.9. When separated by scores on usage/mechanics, mean percentile scores for OSUTB-OKC students were 15.88, with a standard deviation of 2.28, compared to a mean percentile score of 15.8, with a standard deviation of 2.4 for the national sample. On the rhetoric test section, mean percentile scores for OSUTB-OKC students were 15.66 with a standard deviation of 2.46. The mean percentile score for the national sample was 15.6, with a standard deviation of 2.6, indicating virtual equivalency between OSUTB-OKC student scores and those earned nationally by their peers. These comparative data on writing skills indicate that the average OSUTB-OKC student's writing usage and rhetoric skills were equal to or slightly higher than 50 percent of the students tested nationally.

Also in fall 1998, the 95 students who enrolled in Introductory Sociology (SOC 1113) were administered the CAAP Critical Thinking examination. The mean percentile score for OSUTB-OKC students was 59.35, with a standard deviation of 5.4. The mean percentile for the national sample was 58.8, with a standard deviation of 5.1. Given the standard deviations, these percentile scores are roughly equivalent. In direct comparison, however, the average student at OSUTB-OKC has critical thinking skills equal to or greater than 58 percent of those tested at public two-year college students nationally.

Changes stemming from the mid-level assessment exam results include the following: (1) initiation of a campus-wide Writing Across the Curriculum program to help students link and transfer skills learned in the general education core courses (1995); (2) initiation of classroom assessment techniques in general education courses (1996); (3) development of institutional general education goals (1998); and (4) development of general education assessment plans for all core courses and for 2+2 degree programs in Industrial Laboratory Technology and Public Service (1999).

Program Outcomes Assessment

Programs are assessed in a variety of ways including external review processes, such as an accreditation by national agencies. The many assessment measures utilized in program outcomes assessment include student satisfaction, workshop, employer, and graduate surveys; graduation and retention rates; oral exit interviews; practicum/internship grades and feedback; feedback from transfer institutions; lab exercise reports; program tracking information; faculty evaluation; advisory council feedback; student focus groups; capstone course evaluation; national exams and evaluations; job related practice exercises; and mock interviews.

As a result of program outcomes assessment, the Division of Agricultural Technologies will revise course objectives, content, and teaching methods, and evaluate the effectiveness of academic advisement. The Arts and Sciences Division intends to replace and reassign faculty as needed, as well as mentoring instructors. A success strategies course will also be added to the curriculum. The Business Technologies Division will conduct a curriculum review and revise course and program objectives and teaching methods. The division has also worked with local employers to increase employment opportunities for graduates. Throughout OSUTB-OKC, the divisions have conducted reviews of curriculum and teaching methods. Many divisions have added courses to better meet the needs of their students.

Student Satisfaction Assessment

Longitudinal studies of institutional climate and student satisfaction are important as feedback in the decision making/improvement process. Feedback in these areas occurs in a number of ways, including nationally standardized instruments. In fall 1998, the Noel-Levitz Student Satisfaction Inventory (SSI) and the Institutional Priorities Inventory (IPI) were administered and will be conducted every two years. Also in 1998, the Personal Assessment of the College Environment (PACE) was administered and will be scheduled every two years.

Students completing the SSI reported higher expectations in every category than their peer groups at comparable institutions. Additionally, the students reported higher satisfaction levels and a lower performance gap (the importance minus satisfaction level) then the peer groups for each category. This information infers that OSUTB-OKC is held to a higher standard of performance by students than the peer group institutions and is performing at a level that creates a greater level of satisfaction in the students.

According to students, "instructional effectiveness" was the most important service provided and ranked highest in satisfaction. "Campus support services" rated the lowest of all categories, but also had the lowest performance gap, thus implying that OSUTB-OKC was performing the best at meeting the students satisfaction expectations for those services.

Students responding to the IPI listed "concern for the individual" most important and "campus support services" as least while "instructional effectiveness" received the lowest performance gap.

The areas of greatest concern as indicated by the PACE are the extent to which decisions are made at the appropriate level at OSUTB-OKC; the extent to which OSUTB-OKC is appropriately organized; the extent of opportunity for advancement within OSUTB-OKC; the extent to appropriately influence the direction of this institution; the extent to which institutional teams use problem-solving techniques; and the extent to which a spirit of cooperation exists at this institution.

Oklahoma State University Technical Branch-Okmulgee

Reorganization of the current student assessment system is in process. Anticipated results are a major change in the concept of why student assessment is conducted, improvement in the current system of affecting assessment, and recognition of the need for change based on data and implementation strategies for the improvements indicated. The role of faculty in the assessment process is expected to change from participant to driver.

Entry-Level Assessment

Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM) has fully integrated its entry-level assessment procedure with its developmental studies responsibility. The major role of entry-level assessment is to place students at the appropriate course level for success in the basic academic skills.

The ACT is the initial entry-level assessment. The Accuplacer Computerized Placement Test (CPT) is used for secondary entry-level assessment as needed. A phase-in plan is currently in progress that will raise the minimum CPT scores to better align the student's proficiency with the that needed to be successful in an advancing technological program. During 1998-99, the ACT Residual test was administered to 441 students and 1,647 CPT pretests were administered. Of the 747 fall 1998 first-time freshmen, 235 (31 percent) enrolled in remedial courses: 211 (28 percent) in mathematics, 98 (13 percent) in English, 66 (9 percent) in science, and 60 (8 percent) in reading.

An entry-level academic support system is being developed that will provide free assistance to students whose performance demonstrates academic deficiency. The support system is expected to be fully functional by January 1, 2002, the target date for discontinuing remedial courses at OSUTB-OKM.

The appropriate technical program pretest was administered to students who were enrolled in a program of study. The results of the technical pretests set a baseline for measuring learning gain from entry to exit.

Mid-Level Assessment

OSUTB-OKM offers the associate in applied science degree; therefore, mid-level assessment has traditionally been conducted along with other outcomes assessments rather than at the program's midpoint. In the past, the CPT post-test was administered as the mid-level assessment to graduates of all programs of study. The CPT Posttest measures competency in the basic general education areas of reading comprehension, sentence skills, arithmetic, elementary algebra and college-level mathematics. Institutionally, student participation in the post-test was not required nor were students motivated to participate meaningfully. The mid-level assessment program has been discontinued to allow the academic leaders to develop strategies that will support mid-level assessment. Only the Computer System Technology (CST) Program of Study continues to utilize the CPT post-test as a requirement for program completion. CST graduates are required to participate in the post-test and make a higher score than they made on the pre-test. The score is not considered as part of any course grade.

Some programs report, but have not provided documentation, that students are continually assessed in the technical courses on their basic academic skills. Because OSUTB-OKM's associate in applied science degree programs are highly technical, mathematics and critical thinking skills are needed to successfully complete the program requirements as well as for scoring satisfactorily on the technical post-test. No strategy is needed to document the competency at graduation nor gain in learning from entry to exit in the basic academic subjects.

Program Outcomes Assessment

OSUTB-OKM utilizes industry certification records, academic performance records, exit placement interviews and student, alumni and employer surveys to assess program outcomes. Of the 29 students who participated in a certification program, 93 percent qualified for certification. Students' scores on locally developed technical post-tests showed a modified gain in learning from entry to exit of 67 percent and a competency at graduation of 76 percent. No reward or penalty is linked to the students' scores on the technical post-tests.

Graduate exit placement assessment reported that 82 percent of the 298 OSUTB-OKM graduates completing exit interviews earned an average initial salary of $1,979 per month. One year after graduation, 95 percent of the responding alumni reported that they were currently employed. More than one in three reported an annual salary of over $25,000. One year after employing OSUTB-OKM graduates, 97 percent of the responding 126 initial employers of 1998-99 graduates said they would hire another OSUTB-OKM graduate. In the same survey, 76 percent of the employers said that OSUTB-OKM graduates had demonstrated potential for advancement one year into their careers.

Student Satisfaction Assessment

Multiple assessments were used to measure student satisfaction at OSUTB-OKM. In spring 1999, students were given an opportunity to complete two nationally normed survey instruments: the Student Satisfaction Inventory (SSI) published by Noel-Levitz and the Student Instructional Report II (SIR II) published by Educational Testing Systems. In spring 1999, 456 students completed the SSI. The SIR II was completed in 396 classes.

The SSI campus report showed that the performance gaps (importance rating minus satisfaction rating) OSUTB-OKM were less than those of the national group for instructional effectiveness, academic advising/counseling, admissions and financial aid, and concern for the individual. The greatest performance gap was for safety and security; however, OSUTB-OKM compared favorably with the national group performance gap. A comparison of the spring 1999 and fall 1997 performance gaps by item showed a significant improvement in student satisfaction for parking and lighting. These areas were two items that were targeted by the institution for improvement.

The SIR II showed that student evaluation of instruction for OSUTB-OKM received a mean score of 4.00 (5=very effective, 1=ineffective). Faculty/student interaction was rated the highest with an overall mean of 4.33. Students rated their own contributions to the learning process lowest with an overall mean of 3.80.

To maintain student satisfaction, faculty members continue to update equipment and curriculum by partnering with business and industry. Plans are being made to improve recruitment efforts among appropriate non-persisters. Since the majority of non-persisters report financial problems and homesickness as their reasons for leaving, a special mentoring program may provide these students with the resources they need to handle financial matters and connect with people at the institution. The Committee for Students Success has also recommended that a walkway be constructed between a mostly unused parking lot to a high-use classroom.

Redlands Community College

The results of assessment contribute to and are an integral part of Redlands Community College's (RCC) strategic planning and program review process to improve teaching and learning. RCC formed an Assessment Task Force in fall 1991 to begin formation of its comprehensive institutional assessment system. Because RCC established a program of entry-level assessment as part of its Enrollment Management Plan for students during the 1990-91 academic year, its entry-level assessment procedure has evolved further than its program outcomes assessment. RCC's program outcomes measures were developed in fall 1993. Faculty from all instructional divisions are represented on the Assessment Committee which is responsible for reviewing and/or recommending assessment policies for RCC. The Instructional Council, Student Affairs Committee, and Academic Affairs Committee share responsibility for overseeing the assessment process and evaluating its performance.

Entry-Level Assessment

Through the use of high school transcripts, ACT results, the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), and Computer Adaptive Placement and Support System (COMPASS) instruments, RCC assesses and places first-time entering freshmen. RCC tests all students who lack an ACT test score or who score below 19 on any ACT subject area. For fall 1998, ASSET and COMPASS testing determined that 51 percent of the students assessed required additional basic skills in reading, 47 percent required English, and 92 percent required math. Of the first-time entering freshmen, 50 required secondary assessment, and 44 percent required remediation.

For students testing into a remedial course, RCC recommends a study skills course and an orientation course in conjunction with remedial course work. RCC also offers peer tutoring for all students. Students are allowed one opportunity to retest during an enrollment period if the examinee's performance was influenced by factors other than ability or a significant change in the examinee's ability has occurred. Of the 501 fall 1998 first-time freshmen, 221 (44 percent) enrolled in remedial courses: 190 (38 percent) in mathematics, 90 (18 percent) in English, and 84 (17 percent) in reading. There were 192 first-time freshmen at RCC with at least one ACT subject score less than 19.

The Mathematics Department followed committee recommendations by offering a new remedial mathematics sequence. The department maintains a common test question bank for common mid-term and final exams. This allows effective data collection regarding student performance. All mathematics classes used the graphing calculator approach, with the exception of MATH 0013, Basic Mathematics. In a cooperative effort, the Mathematics Department required that all remedial mathematics students attend a tutorial laboratory session immediately following any unit test score that fell below 75 percent. These remedial mathematics tutorial sessions were held in the Academic Assistance Center.

Mid-Level Assessment

The Collegiate Assessment of Academic Proficiency (CAAP) was administered to 100 graduating sophomores each year from 1993 through 1997 to assess general education. The spring 1997 mean scores are as follows: writing skills-63.5 (national mean score-62.7), reading skills-61.6 (national mean score-61.1), and critical thinking skills-60.4 (national mean score-61.2)

The Assessment Committee is currently devising a mid-level assessment process utilizing portfolio assessment as the basis for a capstone course. The course is scheduled for implementation in fall 2000.

Program Outcomes Assessment

The faculty employs various program assessment instruments that include: faculty designed tests, individual portfolios, license exam results, and transfer student success at four-year institutions.

Some outcomes measures require financial resources for implementation and are being implemented as the institutional funds become available.

In 1998, 83 percent of the 41 first-time test takers from the nursing program passed the state licensure exam.

The emergency medical technology program utilizes the results of the national licensure examinations for program outcomes assessment. In 1998, 91 percent of the RCC test takers passed the exam: 25 students in EMT: Basic, 23 in EMT: Intermediate, and 8 in EMT: Paramedic.

The Occupational Technical Division continues to use course project portfolios in the office administration and technology program.

Ongoing computerized assessment for graduating sophomores in office administration and technology continued during spring 1999. For the majority of the accounting and economics courses taught, pre/post tests are used to measure student growth. Students in all courses made significant gains. The process for sharing instructions, completing the portfolios, evaluating the portfolios, and improving the curriculum has been implemented effectively.

Students from the agriculture program transfer successfully to four-year institutions. There is greater demand for horsemen from the equine program than students to fill the positions. All non-transfer students have been able to find employment in a related occupation.

Of the students attending RCC, 72 percent indicated that they planned to complete an associate degree and 48 percent indicated that they planned to transfer to a four-year institution. RCC uses information provided by four-year institutions to assess transfer student success. Comparison of GPAs and review of individual student performance in specific classes assist in assessing academic program effectiveness. RCC does follow-up in areas where the students were less successful than anticipated. Needed curricular changes are implemented when feasible. Because of the large number of college students finding difficulty in college science courses, a Natural Science Seminar was designed and taught during the 1998 spring intersession.

The Health, Physical Education, and Recreation Department continued using comprehensive exams in many of its courses (e.g. first aid, sports officiation, and the care and treatment of athletic injuries) to assess the effectiveness of students in the program.

The RCC Assessment Committee resolved to use portfolio assessment as a measure of the overall effectiveness of its students beginning fall 2000. The remedial mathematics faculty adopted common midterm examinations for the three courses in the remedial mathematics sequence to ensure appropriate and uniform pacing and content of course material. In addition, all mathematics courses employ common final examinations. The Social Science Department will implement portfolio assessment in fall 2000.

Student Satisfaction Assessment

The Student Opinion Surveys (SOS) by ACT and Noel-Levitz for Two-Year College Students were used to measure the institutional satisfaction of all graduating sophomores. The survey was given to 135 spring 1999 graduating sophomores. The SOS results were utilized by both Instructional Services and Student Services to assist with the planning and revision of services and activities. The survey also provided information for developing class schedules and class selection, as well as demographic information used in recruitment and reporting efforts. The survey results indicated that course offerings, location, cost of attendance, and the size of the college were the major reasons students selected RCC. The overall impression of the quality of education at RCC was rated "excellent" by 28 percent of the respondents, "good" by 44 percent of the respondents, and "average" by 27 percent of the respondents.

Rose State College

The assessment of student learning and academic progress at Rose State College (Rose) is an ongoing process. This process is used at all levels and at every stage of the students' academic progress. Assessment involves both direct and indirect measures student assessment. The assessment looks at student entry-level skills, mid-level profiles, accomplishments following employment, transfer, or graduation and student satisfaction with programs and services.

Recently Rose initiated many positive changes in its student assessment. One significant change is the committee itself. A faculty member, with reassigned time, is now coordinating the committee, serves as faculty coordinator for the Student Academic Assessment Committee, and chairs the College Assessment Committee (CAC). Faculty-driven, the 13-member committee is composed of over 50 percent faculty. The assessment information will be interconnected with the Rose's strategic planning effort, which is institutional research. The CAC will encourage more faculty involvement in entry-level, mid-level, and transfer levels of assessment activities. To improve institutional effectiveness, the CAC will promote information dissemination throughout Rose. Sharing assessment information with other groups on campus will ensure that it can always be traced back to Rose's mission statement. The CAC will continue to provide guidelines and strategies to encourage faculty led and involved outcomes assessment.

Entry-Level Assessment

Entry-level student assessment at Rose remains strong. The American College Test (ACT) continues as the primary assessment and placement instrument. Students entering Rose for the first time who have not taken the ACT within the previous three years or have obtained a subject score below 19 are required to take the computerized ACT Computer Adaptive Placement and Support System (COMPASS) assessment in reading, writing, and mathematics. Students who receive a borderline score on the assessment tests in English, mathematics, science, and reading, after thorough evaluation by the advisor of their transcript and additional information, may be required to enroll in and successfully complete remedial coursework before being permitted to enroll in college-level courses. Students with a minimum ACT subject score of 19 may enroll in other 1000 level mathematics; students enrolling in MATH 1513, College Algebra, must have a subject score of 21 or above. Support services, such as workshops and career counseling, continue to assist students with their testing and placement needs.

Rose requested from ACT the student profile or student characteristics report for students who took the COMPASS in fall 1998. The report included demographics, educational goals, requests for assistance, and ability profiles. Of the 2,275 students, 67 percent were tested for writing skills, 72 percent for reading skills, 81 percent for Pre-Algebra, 21 percent for Algebra, and four percent for College Algebra. Of the students assessed for writing skills, 39 percent placed at freshmen-level English. Of the students being assessed for reading skills, 69 percent placed with an acceptable reading level in the 72-100 score range. Pre-Algebra scores are not used for college-level course placement. At the Algebra level, 12 percent of students placed in general college mathematics or above; five percent placed in College Algebra. Of those students tested for College Algebra, 28 percent were placed in a College Algebra course or above.

The Remediation Progress Study reports student progress within a remedial course and in the next course in the sequence. Initial analysis indicated that 75 percent of the 313 students enrolled in remedial reading passed the course. Of the 632 students enrolled in remedial English, 58 percent passed. There were 57 students enrolled in remedial science, of which 75 percent passed. There were 2,294 students enrolled in remedial mathematics, of which 50 percent passed.

Mid-Level Assessment

Mid-level assessment involves students that have completed at least 45 credit hours and all of their general education requirements. In August 1999, Rose sampled a small amount of the students that took the Certification Examination for Oklahoma Educators (CEOE). The CEOE consists of the Oklahoma General Education Test (OGET), the Oklahoma Professional Teaching Examination (OPTE), and 51 Oklahoma Subject Area tests (OSAT). Although Rose students had taken exams in Early Childhood Education, Calculus, and OGET, Rose only looked at the OGET results. Since the OGET was recently changed and no longer requires students to have completed 90 credit hours to take the exam, the Rose assessment committee would like the OGET instrument to be used as a mid-level assessment tool in the future. This assessment measures the students' general education competencies in reading, writing, mathematics, and critical thinking. Mid-level student characteristics will be used as well.

In fall 1998, 232 mid-level students were selected and their student characteristics were compared to the characteristics of the general student population. The areas studied compared summer, spring, and fall 1998 cohort students, and student graduates for 1998-99. Since a computer program selected students, motivational strategies were not considered.

Program Outcome Assessment

Program outcomes assessment relates to program evaluation for improvement of the degree programs. Additionally, it relates to employment accomplishments following student graduation or transfer to another college prior to or after graduation. Other evaluation efforts include establishment of capstone courses, use of licensing or credentialing test results, review by an accrediting body, employer and employee surveys and feedback, and transfer reports from other academic institutions.

Graduate information surveys are usually conducted every spring semester. Faculty reviews the information to identify strengths, challenges, and opportunities. Graduates responding to surveys have appeared to be very satisfied with their education.

Some programs have already developed capstone courses. The Social Sciences Division has shown renewed interest in developing capstone courses for individual subject areas. When students successfully complete a capstone course, they are indicating that they are able to apply and demonstrate mastery of the knowledge needed in that particular discipline. This mastery can be used to transfer into a four-year college program or make the student a more marketable candidate.

Some program outcomes are measured by a licensure examination. Passing a state or national licensing exam demonstrates that the graduate possesses the necessary knowledge to become a successful continuing student or employee.

Student Satisfaction Assessment

During spring 1999, the Student Graduate Survey was not administered as expected. Normally it has been the practice to sample students a few weeks prior to graduating. This important, highly valued process will continue once again in spring 2000.

The fall 1999 Campus Student Satisfaction Survey was administered in October 1999. The results will be included in next year's assessment report. The five academic deans will be asked to randomly select classes for administration of the assessment to 500 students across campus.

The ACT Student Opinion Survey is administered every two years and was administered October 1999. The results of this survey will be reported next year.

Seminole State College

Entry-Level Assessment

The Seminole State College (SSC) Testing Center gives individually administered assessment tests under the supervision of the Director of Testing, who is also the Director of Learning Resources. Standardized assessment tests are used for secondary assessment testing and placement which include: These instruments are: ACT Computer Adaptive Placement Assessment and Support System (COMPASS), ACT Assessment of Skills for Successful Entry and Transfer (ASSET), Test of Integrated Process Skills (TIPS II), with 24 added questions, and The Toledo Chemistry Examination. SSC provides ACT testing on campus at least once each month and for small groups and individuals as needed. Support materials, such as test preparation guides, videos, and computer software programs, are available for students in the Testing Center. Additional help is available from the Testing Center staff.

The fall 1998 enrollment for SSC was 1,992 students. The ACT SSC 1998-99 Freshman Class Profile Report indicates that the mean ACT composite score for enrolled first-year students was 18.6 (N=280). Almost half (47 percent) of the students with an ACT score enter SSC with an ACT composite score of 19 or higher. Mean ACT subject scores were 18.2 in English; 17.7 in mathematics; 19.3 in reading; and 18.8 in science reasoning. These statistics are similar to recent years and seem to indicate the average first-year SSC student is less prepared than students nationally. Of the 544 fall 1998 first-time freshmen, 262 (48 percent) enrolled in remedial courses: 231 (42 percent) in mathematics, 91 (17 percent) in English, 82 (15 percent) in reading, and 19 (3 percent) in science.

In 1998-99, students took 1,695 COMPASS testing units. Established cutscores placed 1,198 students in at least one remedial class and 497 students in at least one credit class. SSC's enrollment increased 10.2 percent from fall 1998 to fall 1999 and 9 percent more COMPASS testing units were taken than the previous year. Remedial placement, when measured by COMPASS units, increased 12 percent. Administration of COMPASS testing units and recommended placement data remain proportionately stable. Approximately 57 percent of the students who participated in COMPASS writing tests, 47 percent of those who participated in COMPASS reading tests, and 99 percent of the students who participated in COMPASS mathematics testing were placed in remedial courses.

During fall 1998-99, 1,174 students were enrolled in remedial courses. This was an increase of 79 students (7 percent) compared to 1997-98. Of all students enrolled in these courses, 59 percent successfully completed them as compared to 57 percent from the previous year. Historical data indicate that students who successfully complete a remedial course also succeed in a related college-level course.

A major area of concern for the SSC entry-level assessment program has been in the proper placement and related retention rates in mathematics courses. Recently, the mathematics faculty studied several innovative programs designed to address similar concerns in two-year colleges across the nation. After piloting remedial combination courses, the Mathematics Department now offers two five-hour courses. One course combines basic mathematics and elementary algebra and the other combines elementary algebra and intermediate algebra. Additionally, Transitional Science, originally a four-hour course, has been changed to a three-hour course with the intention of eliminating unnecessary time required to satisfy deficiency requirements. These classes have proven to be successful and are now part of SSC's curriculum.

SSC recently received a five-year Title III grant totally over $1.7 million to fund a project which will take a multifaceted approach to addressing basic skills improvement, student retention, and faculty development. Since 1996-97, SSC has offered and revised a series of student development classes. The latest approach involved teaching a one-hour Personal Academic Success Strategies (PASS) class to help with student orientation generally and some of the same areas in the new Title III grant. It is planned that the grant will eventually revamp the PASS class and incorporate it into its overall objectives.

Mid-Level Assessment

As reported last year, SSC continues to struggle with the challenges of developing a meaningful and useful mid-level assessment program. SSC recognizes the need to continually seek assessment methods that will provide meaningful data. SSC continues to study and refine the course-embedded assessment program. Other useful mid-level assessment tools which have proven effective are: graduate and current student opinion surveys, employer surveys, non-returning students surveys, withdrawal surveys, retention data, and data from the Oklahoma Junior College Transfer Student Reports.

Consistently, graduate and current student survey data clearly suggest that students value their educational experiences at SSC and rate the college with high marks. The employer surveys suggest SSC graduates are well prepared for the workplace, and employers are satisfied with the education and training received at SSC. In July 1998, SSC established a business and industry training program to service educational needs of area businesses and industries. This new program served over 300 students in its first year and offered a wide variety of classes. These include classes in childcare, specific computer software classes such as Excel, Word, and PowerPoint, fire safety, financial management, food service, real estate, and health and safety.

As has been the case for the last few years, students who withdrew, did not matriculate, or did not return to SSC indicated on student surveys that their reasons were primarily changes in economic, employment, and personal issues. With few exceptions, withdrawing, non-matriculating, and non-returning students enroll at other post-secondary institutions, or plan to return or enter post-secondary education when economic or personal issues are more stable. Most of the students indicate plans to enter or return to SSC. Data regarding transfer students suggest SSC transfer students continue to succeed after transferring.

Program Outcomes Assessment

The Business and Computer Science Division uses information from institutional assessment, course-embedded assessment, advisory boards and students to guide the division's development. Capstone courses for accounting and computer science have been created, computer labs have been expanded, new software packages have been purchased, and continual efforts have been made to develop cooperative agreements with area vocational schools. In addition, the division faculty are working closely with Oklahoma four-year colleges and universities to insure better articulation of courses for SSC graduates who pursue bachelor's degrees in business and computer science.

The Medical Laboratory Technology (MLT) Program receives extensive feedback from national board exams regarding trends in program review and development. A capstone course and a certification exam review course have been added to the MLT curriculum. While it is becoming obvious that newer computers will soon be needed to take full advantage of Internet resources, MLT students use up-to-date software to enhance material presented in class as well as prepare for certification examinations. Student graduation rates are consistently at or above the national average, and SSC graduates have multiple job opportunities upon graduation.

The Nursing Program uses national board exams and other data when considering curriculum needs. When faculty members determined that students needed a better understanding of nutrition, they added a three-hour nutrition course requirement to the curriculum. The department faculty discussed the need for students to better understand natal and childhood development, and early reports indicate the students are now doing better in these areas.

Student Satisfaction Assessment

A Student Opinion Survey (SOS) is conducted every other year at SSC to better understand the opinions of students regarding how well the college provides high quality educational experiences. SSC understands that students have perceptions of their educational experiences that can provide useful information which, in turn, can help meet a wide variety of problematic challenges. These challenges can be approached by building on perceived strengths and by addressing areas of perceived weaknesses.

As in past surveys, 1998 students indicated high degrees of satisfaction with their experiences at SSC; 89 percent had positive opinions about their general experiences at SSC. Of those surveyed, 76 percent indicated they definitely or probably would again start their college education at SSC. Of the 53 survey items concerning programs and services at SSC, students were most positive about classroom facilities, class size, library facilities and services, attitude of faculty toward students, overall academic challenge of classes, and class enrollment and registration procedures. Parking was the one item with the highest percentage of negative responses. Other areas of dissatisfaction were financial aid services, concern shown to individuals, attitude demonstrated by non-teaching staff toward students, availability of SSC financial aid information, college media (weekly bulletin and newspaper), opportunities for involvement in campus activities, opportunities for student employment, and availability of student housing.

SSC is committed to developing ways to address areas which students indicate need to be improved. In this regard, faculty and staff have volunteered their time to recruit new students, the enrollment process is now easier and allows for faster service, more class offerings are being considered for both on and off campus, and additional classes are being offered in the evening.

Groundbreaking ceremonies were recently conducted for a new $2.4 million Residential Learning Center, the first new building constructed on the SSC campus in over 15 years. The project has been a cooperative effort between the college's Educational Foundation, the Seminole Economic Development Council, and the citizens of Seminole who voted an extension of a city sales tax to help fund the project. Also, plans are currently being reviewed for the construction of a $3 million Technology Learning Center that will incorporate state-of-the-art equipment designed to serve a wide variety of the college's constituents.

Tulsa Community College

Entry-Level Assessment

Entry-level assessment has been an ongoing process since Tulsa Community College (TCC) opened almost 30 years ago (1970). The ACT has been the primary test used to measure levels of student achievement and subsequent entry-level placement at TCC. In fall 1991, TCC began administering the Accuplacer Computerized Placement Tests (CPT) as a secondary test for entry-level assessment. The CPT is used by TCC to supplement the ACT for purposes of assisting students in selecting levels of college courses for which they have the greatest chance for success.

During 1998-99, 2,762 freshmen enrolled at TCC had taken the ACT. The average composite score for this cohort was 19.7, a decrease from last year (20.2). However, this score is 0.6 points above the national average for two-year institutions. Further, average ACT subject scores for these newly-enrolled TCC students were: English (19.3), Mathematics (18.8), Reading (20.2), and Science Reasoning (19.8).

Placement based upon the ACT reading scores showed that 60 percent of the freshmen scored high enough to be placed in college-level reading courses. Fifty-four percent scored high enough on the ACT English subject test to be placed in a Freshman Composition I course. Finally, 44 percent scored high enough on the ACT mathematics subject test to be placed into College Algebra. Of the 3,167 fall 1998 first-time freshmen at TCC, 1,382 (44 percent) enrolled in remedial courses: 1,138 (36 percent) in mathematics, 596 (19 percent) in English, 65 (2 percent) in reading, and 12 students enrolled in remedial science courses.

Almost one-half (47.6 percent) of the students who took the CPT reading test scored high enough to be placed into college-level reading. For the CPT Sentence Skills subject test, 58 percent scored high enough to be placed into a Freshman Composition I course. Only 3.2 percent scored within a cutscore range on the CPT Mathematics subject test to be placed into College Algebra, and 11 percent had scores that placed them into Intermediate Algebra. Eighty five percent tested within a cutscore range that placed them into Basic Math.

A study of placement outcomes for the CPT is ongoing to determine the efficacy of the established cutscores for each subject test. During the academic year, a committee of individuals representing various components of TCC's faculty and staff agreed to conduct an internal audit of entry level assessment efforts. These individuals reviewed the entry-level assessment plan, current data collection methods, and the means of communicating assessment results to relevant faculty and staff. Results from the audit were used by the committee to make recommendations on how TCC could integrate entry-level assessment into strategic decision making for institutional effectiveness. The committee recommended that the overall entry-level assessment is sufficient to meet TCC student needs. The committee also recommended that the Office of Institutional Research continue its efforts to examine the relationship between CPT cutscores and subsequent student achievement.

Mid-Level Assessment
The mid-level assessment attempts to measure student competencies developed as a result of completion in general education courses. The primary goal of this process is the improvement of institutional effectiveness towards facilitating student chances for academic success in meeting their educational objectives. TCC continues to rely upon scores from the College Board/ETS *Academic Profile* test to assess student performance in general education.

The mid-level assessment results indicate that student competencies developed as a result of general education course completion have remained positive and consistent; therefore, TCC's assessment sub-committee recommended that testing occur only once every three years until the results warrant additional methodological consideration. Therefore, no mid-level assessment was conducted during the 1998-99 academic year. As with the entry-level section described earlier, an internal audit sub-committee was developed to examine TCC's current mid-level assessment plan. This group of faculty and staff recommended that mid-level assessment continue as planned. The sub-committee made no other instructional changes based solely upon mid-level assessment results.

Program Outcomes Assessment
At TCC, the purpose of the outcomes assessment is to assess what is being taught and learned. Results are presented to program and service areas to assist program improvement and enhance student learning. The outcome assessment plan focuses on processes as well as products. To facilitate this plan, TCC actively involves both instructors and students through the use of multiple assessment methods: Instructor/Course Evaluation, Graduate Student Survey results, Employer Survey results, Student Transfer Data, and program accreditation/certification records.

During fall 1998, 18,061 students completed and returned the TCC Course/Instructor Evaluation. This instrument attempts to assess instructor/course effectiveness from the student's perspective. Overall, the results from this measure were positive; over three-fourths of the responding students (78 percent) agreed or strongly agreed that the value of the course was excellent.

Results from the Graduate Survey indicate that over one-half (54 percent) of the respondents are continuing their education. Furthermore, 65 percent of the respondents indicated that they are employed. Among respondents who were employed, 70 percent reported that they are either working in their major field or in a discipline that is closely related to their area of study. Almost three-fourths of the respondents reported that they are working full-time (73 percent).

The Graduate Survey also measures the general satisfaction that former students have with their educational experiences at TCC. An overwhelming majority of the respondents indicated that they would be at least somewhat likely to make the same decision if they had the opportunity to attend TCC again (96.5 percent).

Results from the Employer Survey indicate that 91 percent of the participating employers are satisfied or very satisfied with the performance of the employed TCC graduates and students. Likewise, 91 percent of the respondents rated the TCC graduates' or students' ability to work independently without direct supervision as "good" or "excellent." Over 80 percent of the participating employers rated TCC graduates' or students' ability to work with others productively as "good" or "excellent," as well as their general attitude toward the work they perform, and ability to communicate on the job. Almost 80 percent rated the employees' ability to solve problems or suggest possible solutions as "good" or "excellent."

Available student transfer data indicate that TCC is sufficiently preparing students for upper division course work. Because data were limited, results could not be generalized to all instructional units. Therefore, no instructional changes were made based on transfer data. The Office of Institutional Research has established a data sharing network with several colleges and universities that have been identified as transfer sites for TCC students. This data-sharing project allows TCC to identify students who have transferred from TCC, and performance levels within program areas at the new host colleges and universities.

Nursing and Allied Health program graduates continue to perform at a very high level on the licensure and certification exams. Test results of the Nursing and Allied Health Program graduates are widely distributed among faculty and instructional divisions. Feedback allows for course and program curricula improvement. Exam results are excellent indicators on the quality and effectiveness of the college's health-related programs. These outcome indicators provide information that could lead to equipment purchases, program adjustment, staff development and the development of other aids to improve institutional effectiveness.

Student Satisfaction Assessment

Student satisfaction assessment is intended to generate student feedback and appraisal regarding the extent to which TCC is meeting students' educational needs. Furthermore, this information is directly utilized by many referent groups within TCC to improve instruction, create new programs or services, identify dysfunctional elements, and improve or adjust existing program delivery systems.

Overall, results of the student satisfaction assessment procedures are positive. TCC continues to purchase and/or develop parking space utilization for its' students. TCC has recently opened a Wellness Center on the Northeast Campus, and is in the process of constructing a second Wellness Center at the Metro Campus. Various student/faculty/staff utilization surveys will be conducted to assess satisfaction outside the classroom. Other recommended changes include additional questionnaire utilization specific to service areas.

The internal audit committee, composed of faculty and staff, specifically recommend continuing efforts toward communicating survey results to the faculty and staff. Specifically, the audit committee recognizes the influence of student satisfaction to student retention; thus, involving a larger population of faculty and staff should assist enrollment management efforts.

Western Oklahoma State College

The Western Oklahoma State College (WOSC) Institutional Assessment Plan was developed in fall 1992 and operationalized in summer 1993 through the combined efforts of faculty, staff and administration. The Institutional Assessment Committee composed of a cross section of faculty, administration, and the President of the Student Senate reviewed and approved the 1998-99 Institutional Assessment Report. The Institutional Assessment Specialist assists the Director of Counseling and Student Assessment, who, along with the Vice President of Student Affairs, is responsible for the initial interpretation of findings. The Program Assessment component is addressed by the Vice President of Academic Affairs and the faculty.

Entry-Level Assessment

WOSC's primary assessment instruments are high school transcripts and ACT results, with the Computer Adaptive Placement and Support System (COMPASS) tests in English, mathematics, and reading serving as secondary assessments. All students entering WOSC with less than 12 hours of general education college course work, who plan to enroll in general education courses must prove proficiency through either primary or secondary assessment measures before being enrolled in parallel college-level courses. Student progress is tracked by assessing the course grade comparisons of students scoring at different levels on the college admissions tests.

WOSC students continue to need remedial courses. Of the 656 fall 1998 first-time freshmen, 242 (37 percent) enrolled in remedial classes during 1998-99: 188 (29 percent) in mathematics; 58 (9 percent) in science, and 121 (18 percent) in English. Of the first-time freshmen, 213 had at least one ACT subject score less than 19. The mean composite ACT of entering freshmen is 20.5 which is .1 below the state average and .5 below the national average for all entering college freshmen.

Mid-Level Assessment

WOSC attempts to measure and determine a value-added gain in general education outcomes. For general education exit assessment, WOSC assessed graduating students with alternative forms of the Descriptive Tests for English, Mathematics, and Critical Reasoning Skills, and the Nelson-Denny Reading Test. These graduates were assessed with these measures at admission prior to WOSC transitioning to COMPASS. In 1998-99, 216 graduates took exit tests. The group achieved gains in all assessed areas: English-1.2 point gain, reading-1.2 point gain, algebra-3.2 point gain, and critical reasoning-.3 point gain.

A new mid-level assessment measure will be administered in spring 2000. Because the measure must be compatible with the COMPASS entrance assessment, the Institutional Assessment Committee is transitioning to Collegiate Assessment of Academic Proficiency (CAAP), another ACT product.

Program Outcomes Assessment

Of the 15 students in the Emergency Medical Technology (EMT) program who took the state registry exam, 10 took the EMT Basic with a 60 percent pass rate, 2 took the EMT Intermediate with a 100 percent pass rate, and 3 took the EMT Paramedic with a 100 percent pass rate. In summer 1998, 21 students enrolled in the nursing program took the National Council Licensing Exam with a 91 percent pass rate. In summer 1999, 34 students took the exam with an 83 percent pass rate.

College-wide programs are realizing significant gains due to new initiatives. Enrollment in Associate of Science (AS) in University Studies program is up 474 students, is up 186 students in the Associate of Applied Science (AAS) in Applied Technology, up to 40 students in the AAS in Aviation, up to 94 students in the AAS in Child Development, AAS in Computer Information Systems has 28 majors, AAS in Criminal Justice is up 120 majors to 187 students, AAS in Emergency Medical Technology major is up 30 majors to 42 students, AAS in Office Systems Technology is up 90 majors to 138 students, AAS in Medical Lab Technology does not have any students enrolled, AAS in Nursing is up 122 majors to 228 students, and AAS in Radiologic Technology is up 32 majors to 36 students.

Instructional changes have occurred or are planned in many areas. In fall 1999, two faculty were hired, one in music and the other in radiologic technology. Cooperative agreements were implemented at Great Plains-Lawton/Frederick and Red River. Implementation of electronic delivery to the cooperating area vocational centers was begun fall 1999. To improve graduation rates, course offering sequencing will be improved during spring 2000. A revision of the program review process will be undertaken during the spring and fall semesters of 2000. The AAS in Medical Lab Technology degree will undergo a complete in-house program review during 2000.

Student Satisfaction Assessment

WOSC measures student satisfaction with the following instruments: ACT Entering Student Survey (ESS), the ACT Continuing Student Opinion Survey (SOS), the ACT College Outcomes Survey (COS), and the ACT Alumni Survey. WOSC administered the ESS to 182 students. Findings indicate that students enroll at WOSC for goal-oriented reasons such as to prepare for an occupation; they report low interests in social activities. WOSC students juggle multiple life roles, which often leaves little time for additional activities.

From the health science, business, social science, and education departments, 140 students participated in the SOS. Like their entering student counterparts, this group is attending WOSC for its convenient location, cost, and availability of financial aid. Approximately two-thirds of the students reported overall satisfaction with WOSC.

Of the 212 graduating students completing the COS, 53 percent plan to enroll in another college, while 16 percent are undecided about their plans. Although 21 percent do not plan to attend another college, it can be assumed that most of these students will enter their vocations after receiving an associate in applied science degree. In general, students reported higher educational aspirations than those of their parents, and their educational aspirations increased during their years of college attendance. Overall, 90 percent of students report that WOSC helped them meet their goals, and 91 percent are proud of their accomplishments at WOSC.

The majority of the Alumni Survey respondents graduated more than two years prior to the survey. Of the 47 respondents, 60 percent were employed, 26 percent were continuing their education with the remainder being engaged in other pursuits, 32 percent obtained a bachelor's degree, 98 percent reported that WOSC had adequately or more than adequately prepared them for continuing education, and 85 percent reported that they would choose WOSC if they were to start college over. Overall, 85 percent stated they were satisfied with WOSC. Seventy percent of these alumni reported an overall satisfaction with various aspects of their present jobs.

Guided by institutional survey results, WOSC is responding to these findings. For example, since students reported they make the decision to attend WOSC in the 12th grade and after graduation, WOSC hosted college information sessions and college tours for all Jackson County high school 10th graders to give these students information necessary to make earlier decisions about college. Also, college information and college tours were hosted for 10th, 11th, and 12th grade students in other schools from the surrounding five-county area.

Students continue to report that contact with college representatives in their high school was a minimal source of college information. In 1998-99, WOSC representatives contacted school sites once a month and gave updated information to high school counselors, students, and administrators. Also, the Marketing and Retention Committee is actively pursuing more student-friendly campus literature for students and potential students. The Student Affairs Unit is considering extending monthly Newsletter mailings to include students outside the five-county area and mailings to high school students' parents. Beginning in spring 2000, college representatives will begin staffing an information table at area basketball tournaments hosted at WOSC. This will provide area high school students and their parents with another opportunity to access WOSC information.

WOSC's Financial Aid personnel have been exploring new ways to increase financial aid workshops to parents in the southwest quadrant of the state via Interactive Television. Formerly, these have been conducted on site at area high schools. Personnel constraints have limited the number of workshops that were facilitated.

In the SOS, students continue to report they are attending WOSC to prepare for a degree which leads to a career. Therefore, WOSC is making greater efforts to offer more courses and programs which are in high demand areas. The Child Development Department is developing a new childcare certification for out-of-school time program attendants. Also, a PC/hardware networking specialist major was approved by the State Regents. The Music Department is extending music course offerings in applied music which will align with senior institutions' requirements.

To stay abreast of the technological demands of students, WOSC is currently developing another student computer lab in the Learning Resources Center. Additional subject specific tutorials have been loaded on each system to assist student learning.

Annual Student Assessment Report

Appendix

February 18. 2000

Appendix A

POLICY STATEMENT ON THE ASSESSMENT OF STUDENTS FOR PURPOSES OF INSTRUCTIONAL IMPROVEMENT AND STATE SYSTEM ACCOUNTABILITY

The Constitution of Oklahoma charges the Oklahoma State Regents for Higher Education with responsibility for prescribing standards for admission, retention, and graduation applicable to each institution in The Oklahoma State System of Higher Education. The State Regents also have the responsibility to provide leadership in the coordination of the orderly transfer of students between and among institutions of the State System. Inherent in such responsibilities is the prescribing of mechanisms to monitor and facilitate the assessment of students for purposes of instructional improvement and State System accountability.

Statement of Accountability:

Accountability to the citizens of Oklahoma within a tax-supported educational system is of paramount importance. The public has both the need and right to know that their tax dollars are being used wisely, and most importantly, producing tangible, measurable outcomes of learning for individual students enrolled within the State System. Improvement in student learning and on-going faculty development, measurable through assessment programs, are achievable and essential outcomes, and the responsibility of the State System to the public.

Definition and Purpose:

Assess: The original definition of *assess* was *to sit down beside.* The term has evolved to mean careful evaluation based on the kind of close observation that comes from *sitting down beside.*[1] Such a definition captures the desired relationship between teacher and student and the spirit of the following policy statement.

For purposes of this policy, student assessment in The Oklahoma State System of Higher Education is defined as *a multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements.*

Assessment is not an end in and of itself. Similarly, to document performance is not necessarily to improve performance. Thus the purpose of assessment is to **maximize student success** through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. As previously noted, it also is one mechanism to monitor the effectiveness of the State's System of Higher Education. Finally, student assessment is designed to contribute to assuring the integrity of college degrees, and other educational activities/goals, to increasing the retention and graduate rates of college students, to enhancing the quality of campus life in general, and to encouraging high school students to improve their academic preparation for college.

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[1] ***Assessment at Alverno College*** **by the Alverno College Faculty, page 1.**

Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; mid-level assessment to determine basic skill competencies; exit assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

In recognition of varying institutional missions and clientele served, such assessment components will be campus based under the leadership of the local faculty and administrators providing that the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

Entry Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculties and counselors in making decisions that will give students the best possible chance of success in attaining their academic goals. Each institution will use an established ACT score in the four subject areas of science reasoning, mathematics, reading, and English as the "first cut" in determining individual student readiness for college level course work.[2] Should a student score below the level, s/he will be required to remediate in the discipline area or, consistent with institution's approved assessment plan, undergo additional testing to determine his/her level of readiness for college level work. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These subject test score requirements will be communicated to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic skills areas needed to be adequately prepared for college level work. Additionally, these ACT subscores provide a standard yardstick for measuring student readiness across the State System.

For high school students wishing to enroll concurrently in college courses the established ACT score[2] in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English).

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

Annual Reporting Requirements

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[2] The appropriate subject tests level for each subject area (one system score for each subject area) will be set by the State Regents following staff work with ACT staff and the Council on Instruction. Implementation of this requirement will be fall 1994. Students admitted under the Special Adult Admission provision may be exempt from this requirement.

Aggregate data will be reported annually to the State Regents in the following format:

1. the number of students participating in entry-level assessment and the assessment results including a frequency distribution;
2. the number of students requiring additional basic skills development by area;
3. a summary and explanation of the assessment results; and
4. the methodologies (courses, tutoring, etc.) by which students were required to participate in the improvement of basic skills.

The tracking of these students in future semesters is expected.

Mid-Level Assessment

Generally, mid-level assessment competencies are gained through the student's general education program. Thus, the results of mid-level assessment should be used to improve the institution's program of general education. Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the areas of reading, writing, mathematics, and critical thinking.

Mid-level assessments will normally occur after the student has completed forty-five semester hours and prior to the completion of seventy semester hours for students in baccalaureate programs. For associate degree programs assessments may occur at mid-level or at the end of the degree program.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

The tracking of these students in future semesters is expected.

Program Outcomes Assessment

Program Outcomes Assessment, or major field of study assessment, is the third component of the State Regents' policy. Such assessments should be designed to measure how well students are meeting institutionally stated program goals and objectives.

As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) is the responsibility of the institution subject to State Regents' approval as previously specified. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the section of assessment methodologies:

a) Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives;
b) Instrument(s) should assess higher level thinking skills in applying learned information; and
c) Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the GRE (Graduate Record Exam), NTE (National Teacher Exam), and various licensing examinations.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Graduate Student Assessment:

Higher education institutions that charge their graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. Emphasis should be placed on assessing student learning and evaluating student satisfaction with instruction and services. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, Graduate Record Exams, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

Adopted October 4, 1991. Revised April 15, 1994, and June 28, 1996.